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A proposed contract elective physical education program for senior girls in Bloomsburg High School

Susann M. Peters
Ithaca College

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A PROPOSED CONTRACT ELECTIVE PHYSICAL EDUCATION
PROGRAM FOR SENIOR GIRLS IN
BLOOMSBURG HIGH SCHOOL

by

Susann M. Peters

An Abstract

Of a project submitted in partial fulfillment
of the requirements for the degree of
Master of Science in the School
of Health, Physical Education
and Recreation at
Ithaca College

August 1976

Project Advisor: Dr. Victor H. Mancini

ABSTRACT

The purpose of the study was to develop 18 activity contracts to be utilized by senior girls in an elective physical education program at Bloomsburg Area High School, Bloomsburg, Pennsylvania. Changes in both the Pennsylvania Department of Education regulations and the Bloomsburg Area School District policies made it feasible to include activities which were not previously taught.

Non-professional teachers could be used to teach certain activities and students were permitted to leave the school property to participate in their elected activities. A thorough survey of the community was made to determine the availability of guest instructors and facilities which could be utilized.

When establishing the course activities it was essential to include at least one activity each quarter which met on school time at no cost to the student. In addition, activities were included which met after school, on or off school property, and at minimum or no cost to the student.

The review of related literature disclosed a variety of approaches used by educators to develop the concept of contract teaching. This investigator chose to develop contracts that defined the grading system, stated the participation and skill requirements, designated written test material, suggested optional independent projects, and listed reference materials.

A PROPOSED CONTRACT ELECTIVE PHYSICAL EDUCATION
PROGRAM FOR SENIOR GIRLS IN
BLOOMSBURG HIGH SCHOOL

A Project Presented to the Faculty of
the School of Health, Physical
Education, and Recreation
Ithaca College

In Partial Fulfillment of the
Requirements for the Degree
Master of Science

by
Susann M. Peters

August 1976

Ithaca College
School of Health, Physical Education, and Recreation
Ithaca, New York

CERTIFICATE OF APPROVAL

MASTER OF SCIENCE PROJECT

This is to certify that the Master of Science project of

Susann M. Peters

submitted in partial fulfillment of the requirements
for the degree of Master of Science in the School of
Health, Physical Education, and Recreation at Ithaca
College has been approved.

Project Advisor:

Candidate:

Chairman, Graduate
Programs in Physical
Education:

Director of Graduate
Studies:

Date:

August 28, 1976

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Chapter 1

INTRODUCTION

In the last decade, an increase in the amount of leisure time has increased the demand for carry over or lifetime sports activities in the physical education curriculum. To meet these increasing demands, numerous adjustments in curriculum offerings have been made. Many lifetime sports activities have not been able to be accommodated within the confines of the present school physical plant. This has made it necessary to devise innovative methods to implement the teaching of these lifetime sports activities.

Present day educational philosophy has placed more emphasis on self-directed, self-selected education. The literature indicated that students who actively participate in selecting their own learning experiences usually are more motivated and feel a more definite commitment than those students whose learning experiences are assigned (1,2,4,22).

This project was undertaken in an attempt to develop change in teaching methods and course offerings by utilizing contract teaching in physical education. The major objective of the project was to develop contracts in physical education for use by senior girls in the Bloomsburg Area School District, Bloomsburg, Pennsylvania.

Scope of Problem

The project was undertaken to develop physical education contracts in 18 activities to be offered to the senior girls at Bloomsburg Area High School, Bloomsburg, Pennsylvania. The contract program stressed an independent self-motivated approach and utilized school and community personnel and facilities. Selected activities were offered during the school day or after school. Some activities were free of charge, and others involved a cost to be paid by the student. Guidelines were established to govern students in selecting their activities. Contracts were divided into five sections and included information relative to grading, participation and/or skill, written tests, independent projects and selected reference material.

Statement of Problem

The purpose of this project was to develop a series of physical education contracts that incorporated (1) an independent self-motivated approach to physical education and (2) the use of community resources and facilities.

Assumptions of Study

It was assumed that (1) all senior girls would accept the contract program in physical education; (2) proprietors of local recreational facilities would cooperate; (3) each

student would develop confidence in her ability to learn, to think imaginatively, and to explore ideas that appeal to her; (4) each student would develop recreational skills to be utilized during ever increasing leisure time; (5) each student would have time to think and work as an individual; (6) each student would be motivated to a greater depth; and (7) contract teaching would be effective.

Definition of Terms

The following terms were operationally defined for this study:

Activity Contract. The activity contract defines the specific requirements for each of the activities included in the elective program.

Basic Contract. The basic contract defines policies to which all participants must adhere. These policies are relative to all elective activities.

Contingency. Contingency refers to the relationship between a behavior and a consequence.

Contingency Management. Contingency management attempts to change behavior by controlling and altering the relationship between a behavior and a consequence.

Contract Teaching. Contract teaching is education by agreement in which the student accepts responsibility for directing a significant portion of learning. It is an individualized approach which incorporates research, skill

acquisition, and evaluation to activity areas which the student has chosen based upon her own interests. The teacher assumes the role of resource person and guide.

Contract Teaching in Physical Education. Students of physical education on the 12th grade level follow teacher-designed contracts in lifetime sports activities in lieu of conventional physical education programming.

Elected Activities. Elected activities in which a student may participate for physical education credit during a specific time period of the senior year include:

Archery	Recreational Games
Badminton	Paddle Tennis
Billiards	Ping Pong
Bowling	Shuffleboard
Cycling	Riding
Fencing	Self-Defense
Golf	Square Dancing
Gymnastics	Tennis I
Jogging	Tennis Tournament
Modern Dance	Varsity Sports
Physical Conditioning	Basketball
Physical Education Intern	Field Hockey
One Semester Intern	Softball
Full Year Intern	

Premack Principle. Premack's Principle asserts that a behavior with a high probability of occurrence at a particular time can be used to reinforce or strengthen a behavior which has a lower probability of occurrence at that time.

Delimitations of Study

The project was delimited by (1) policies of the Bloomsburg Area School District Board of Education; (2) guidelines established by the Pennsylvania Department of Education; (3) library resources; (4) contracts drawn up; and (5) senior girls attending Bloomsburg Area High School, Bloomsburg, Pennsylvania.

Limitations of Study

The project was limited to (1) the senior girls attending Bloomsburg Area High School, Bloomsburg, Pennsylvania and (2) availability of community facilities.

Chapter 2

REVIEW OF RELATED LITERATURE

The review of related literature was divided into the following areas: (1) the history of contract teaching; (2) contract teaching in education; (3) state physical education regulations; (4) contract teaching in physical education; and (5) summary.

History of Contract Teaching

In 1920, Helen Parkhurst devised the Dalton Plan, which was the first instance of the contract system being adopted by an educational institution. The contract was a written agreement by the student and teacher as to what the student wanted to learn. Its purpose was to give broad personal freedom for the students within required social control. Parkhurst, in her book Education on the Dalton Plan, stated that the contract system gave the student's work dignity as well as giving a consciousness of a definite purpose, and making the student aware of our confidence in his power to execute the plan (5). The Dalton Plan fell into misuse in the 1930's because it grew away from its original intent and became more of an employer-employee plan with the teacher dominating the relationship.

The basic concept of contract teaching was again evidenced in 1963 when Dr. Lloyd Homme applied the work of behavioral psychologist David Premack to his nursery school children. Premack advocated that high probability events could be used to reinforce low probability events. Then in 1971, Donald Tosti applied the phrase "contingency management" to describe the research he was doing based upon the "Premack Principle." Contract teaching is one of the most sophisticated forms of contingency management according to Rushall and Siedentop (6).

Contract Teaching in Education

Educators in various disciplines have reported in their respective professional journals over the past five years of their attempts to use contract teaching. Each has used his/her own innovative procedure in applying the basic concept of contract teaching, and with few exceptions the findings have been positive.

Esbensen reported that St. Jean's West End School in Duluth, Minnesota, adopted the contract system for the entire school program (12). The students and teaching personnel compiled a "book" of contracts which was sent home to each family. The student, parents, and teacher then decided which contracts the student should undertake to meet his individual needs and interests. Contracts were basically of

four kinds (1) teacher designed and teacher assigned; (2) teacher designed and student selected; (3) student designed and student selected (student recognized his own weak areas and designed contract to develop and/or reinforce learning in this area); and (4) student designed and student selected (student selected an area of interest and designed contracts to enlarge upon that interest). Esbensen pointed out that contracts should be self explanatory so that the teacher does not have to keep explaining it, but it should not be too burdensome to the student. A recording system was time consuming but important to the success of the program according to Esbensen.

Stewart and Shenk (21) discussed the many aspects of contract teaching, including the definition of contract teaching and how it fitted into today's sociological and psychological trends. They believed that the teacher and student both gained from the individual contact needed to draw up individualized contracts. The teacher guided the student into setting continuous and related objectives to be attained. The style was (1) teacher designed; (2) student designed; and then (3) a "reward" contract drawn up by both the teacher and student. They believed that there should be some interaction among students to supplement the individualization of the contracts and that the students should set definite working conditions and deadlines.

Conferences were basic to the program to assist students in meeting their time commitments. They pointed out that not all students could handle this type of learning but felt that it:

. . .recognizes both the frailties and untapped potential of students as human beings, honestly identifying the act of learning as hard work and yet makes that work enjoyable. Contracting is an alternative that does away with penalizing individuals for not measuring up to group standards (21:34).

Trabont (22) devoted the first nine weeks of the second year typing class to reviewing the basics of typing. This was followed by a pre-test which, if completed satisfactorily, entitled the student to participate in the contract program. The contracts provided the structure around which a program of individualized instruction was built. The students were motivated to choose to study the material which they had not learned well, to decide what grade they would work to attain, and to establish their own due date. Trabont (22:14) cited the advantages as being:

Students are free to learn at their own pace and do not need to spend time on material they already know. Students can be their own boss and get help from the teacher when needed. The teacher is free to respond to individual needs, being a resource person instead of the one who decides what the students will learn.

She thought that this proved to be an exciting new way to handle the production section of the second year typing class. The student response was positive, and they learned more than she had anticipated.

Peotter (18), a vocal music teacher at Hillview Middle School, New Providence, New Jersey, designed a contract program, "to introduce students to various aspects of music, taking into account their individual differences and the desire of these students to 'do' rather than just to 'watch'" (18:47). The author felt "it 'brought out' the shy students; developed more critical listening to recordings; and made students more conscientious about learning names of compositions" (18:49). She concluded that contracting should not be used exclusively and was not an easy way out as it required organization and planning, but that the student reaction and reception to the program had been rewarding and satisfying.

Barlow (9) conducted a mini experiment with contract teaching in a philosophy class at the University of Wisconsin at Stout. Twenty-two students elected to participate in the experiment. Favorable outcomes were (1) students developed a more organized approach to learning; (2) students learned more about fewer philosophers; and (3) a better teacher-student rapport via individualized negotiating sessions was noticed. The teacher gained insight into a greater variety of approaches to learning. Barlow concluded that his experiment was successful but that more experiments should be conducted under different circumstances.

Raymond (19) used contract teaching in social studies as a way to motivate students and to eliminate negativism in his classes at the Mansfield Campus of the Ohio State University. His system allowed the student to make his own decision as to the grade he desired. A point scale was established and a list of activities provided for the accumulation of credits toward the desired grade. The activities included unannounced quizzes based upon textbook assignments or lectures which indirectly gave credit for class attendance and keeping up with reading assignments, two critical essays about pertinent subjects, and summaries of readings chosen from an assigned list.

The student reaction was favorable in that they felt it had broadened their knowledge and was highly interesting. They had a sense of security knowing just what they could do. They performed well and grades were high. Their ability to handle factual material, thinking and questioning improved. The two drawbacks from the viewpoint of Dr. Raymond were (1) the volume of work generated by students which the instructor had to read and (2) the quality of some of the work was not up to college level.

Smith and Riebock (20:404), in evaluating their contract program with middle school reading students in Arlington Heights, Illinois, stated:

Contracts are just what the word implies. They represent a bargain and commitment between two sources of input, the teacher and the learner. Contracts personalize instruction on several fronts. They provide for flexibility in content based on input from the teacher in regard to teaching strategies, skill development, and guidance. They provide for flexibility in content based on interests and aspirations relative to goal setting. They provide flexibility in pace accounting for variances in rates of learning. In addition, contracts are an avenue for increasing student responsibility for goal development as well as achievement. Finally, experience in planning and establishing responsible behavior patterns are offered.

State Physical Education Regulations

The physical education program in Pennsylvania is governed by the mandates of the Department of Education. On February 13, 1974, the department issued Basic Education Circular #63, which described the "Proposed Curriculum Regulations for Physical Education." BEC #63 was presented to the State Board of Education for preliminary discussion on January 17, 1974. The following September the State Board of Education adopted the regulations as described in BEC #154 to be effective July 1, 1975 (3).

Changes in the regulations made it possible to conduct a contract elective program in physical education utilizing community resources and facilities and remain within the guidelines of the mandates. The regulations stated:

Each student in each grade shall participate in a planned program of physical education. The planned program shall include activities which:

1. Assist each student to attain and maintain a desirable level of physical fitness.
2. Develop desirable competencies for participation in sports, lifetime in nature, team sports and games.
3. Promote an understanding of the relationship between regular physical activity and health.
4. Provide sports, games and other physical activities that promote self-confidence and the ability to work in a group.
5. Require co-education instruction at the elementary level and provide co-education instruction at the middle and/or junior high and senior high school levels (3:1).

In the comments explaining the ramifications of the new regulations, the department circular noted:

The new regulation provides schools with greater flexibility by eliminating the fixed time requirements of the present regulations. With few exceptions schools meeting current regulations will meet the new regulations. It is not the intent of the regulations that the present level of instruction be reduced.

The secondary physical education program should consist of regularly scheduled planned courses and extra class activities which involve each student in regular physical activity each semester. Extra class activities may include interscholastic competition, participation in intramural athletics, community recreation programs or contracting for physical activity. The use of community resources as well as school personnel and facilities for group and individual designed programs is encouraged. The program shall be designed to provide a variety of experiences consistent with the goals identified in the regulations (3:2).

Contract Teaching in Physical Education

Physical educators have used a variety of innovative methods to utilize the concepts of contract teaching. Although the methods varied, the outcomes emphasized were generally: (1) to individualize instruction (7,8,13,14); (2) to afford the student the opportunity to select from a variety of life time sports (8,15); (3) to equalize the role of the student and the teacher (7,17); and (4) to increase the student's role in acceptance of responsibility (7,8,15).

Fast (13) implemented a contingency contract program in Ft. Pierce Central High School in Florida. In addition to individualizing instruction, it brought new vitality and relevance to the physical education program. The program centered around 11th and 12th grade students who elected to participate. Activity and contract information were placed in packets in a designated area of the school. Also included was reference material for all the activities included in the packets. Students were allowed to review the contracts and to select the one of their choice, pursuing the physical and cognitive aspects until they earned the grade of their own choosing.

Annarino (8) saw the contract as another approach to teaching physical education. The design of the contract

varied with the desired outcomes, i.e., skill development or knowledge development. The contract method provided the student with freedom of choice in a structured program but also demanded acceptance of responsibility.

Anderson (7) believed that the success of contract teaching could not be measured in conventional terms of the relationship between teacher and student. Basically the emphasis was on learning rather than teaching, and the teacher was there to promote the learning in as many innovative and individualized ways as possible. The author advised that the change to contract teaching be made gradually and that teachers should not expect students to present themselves for evaluation but that the contract should provide for it at specific times and places.

Foster (14), while director of the physical education research laboratory at Mars Hill College, Mars Hill, North Carolina, was a part of a project to update the foundations physical education course required of all freshmen. Particular concern was directed toward improving the student attitude toward physical education. The faculty adopted a "contract" approach to accomplish stated objectives. Included in the contract structure was a series of introductory lectures relative to a general understanding of the body and its workings followed by instructor-led training programs to allow the students to recognize their own areas of weakness.

After a pre-test program the student engaged in his/her own self-designed program to correct weaknesses and to develop over all fitness through weight training, isometrics, interval running, aerobics, interval exercise training, and so forth. This was followed by a post-test, and students were asked to make their own evaluation of the results. This was in the form of a final examination and was based upon their stated purposes. Emphasis was directed toward students developing an understanding of their own needs and potentials.

Werner (23) initiated a program for physical education majors at Miami University, Oxford, Ohio, designed to give the majors opportunities to observe first hand the public schools from a teacher's standpoint rather than from the standpoint of the student. On each college level, the curriculum included basic physical education theory courses and each of the said courses included a follow up of "contracts." Three contracts were required: namely, class attendance, mid-term examination, and semester examination. The remaining contracts were "variable"; they had a direct relationship to the course for which they were written. The number of variable contracts usually included a "practical" activity which involved the actual teaching of elementary or middle school students, and several "academic" contracts involving the reading of related literature, research projects,

writing of lesson plans, designing and developing innovative equipment, and so forth.

Darst and Whitehead (10) rewarded elementary school students under their supervision with appropriate periods of "free time" for successfully meeting the behavior standards set up for the efficient running of the class. They allowed the students to select the activity they wished to pursue during their free time, and the majority of the chosen activities were in the physical education area. A strictly positive approach was used with no reprimands being given for not meeting the behavior goals. The conclusions arrived at by Darst and Whitehead (10:12) follow:

1. Use of group contingencies developed peer pressure for controlling pupil behavior. This reduced time spent on discipline.
2. The free time provided the teacher with opportunities to talk with individual students.
3. The teacher controlled the amount of free time earned.
4. Free time gave the teacher the advantage of utilizing different time variables for various class needs.
5. The students enjoyed having the opportunity to choose how their free time would be spent.
6. The positive approach seemed to improve teacher-learning environment.
7. The instructional time increased because of the elimination of wasted time.

Kraft (15) surveyed student reactions to the use of various forms and modifications of performance contracting while teaching college students in a variety of activities. Reaction varied inversely with the degree of punishment

associated with failure to meet the contract obligations. Other negative reactions were registered because of too much "red tape," dislike for written work, disagreement with point values associated with parts of the contract. Positive reactions were given regarding better possibilities for good grades, grade responsibility solely dependent upon student, chance to work with goals, chance to work at own pace, and only lazy students penalized.

To cope with negative attitudes, Kraft allowed students to choose between traditional grading and contracting. Female and male students chose contracting 87 and 62 per cent respectively. Poorer motor skilled students favored contracting over the better skilled students who chose to remain with traditional grading. Kraft concluded that contracting was effective, but contracts must offer variety of experiences if they are to meet the interests, needs, and learning styles of today's students. Contracts should offer options that give ways for students to devise and explore new learning behavior.

Summary

More and more emphasis is being placed upon performance based education, accountability, and relevance; contracting teaching lends itself to these criteria. There appears to be no one best method of using contract teaching.

"Teaching by contracting is not a new way to teach physical education--it is another way" (8:44). If the contract approach is to succeed, misunderstanding of the roles played by the teacher and the student must be eliminated. "The principle difference for the teacher is learning to react to students" (7:37). "It allows the attention of the teacher to shift from the techniques of effective teaching to the process of student learning, in which students are purposefully engaged into educational process" (17:40).

When the teacher enters into contracting, he/she must be ready to accept the good with the bad; be willing to change from the central figure in the program to the role of a resource person. In reality it demands more of the teacher in that what he/she previously taught to a group he/she will now have to teach to an individual; he/she must broaden his/her interests and background knowledge to include more and varied activities to enable him/her to accommodate the interests of the students involved in the program.

It is individualization that made it all worthwhile (7,8,13,14,21,22). The individualization also brought about better rapport between teacher and student (9); eliminated repetitious material for advanced students (22); increased acceptance of responsibility (7,8,15,20); and aided in motivation (19). Kraft (15) pointed out that students felt that it gave them opportunity to determine their own

grade; gave the below average athlete a chance for a good grade and allowed them to set their own goals.

The literature reported some negative aspects of the contract approach. Raymond (19) stated that the quality of written work was not up to an acceptable level and increased the volume of paper work. His student survey also indicated that some students objected to too much written work and too much red tape. It placed the teacher in a "watch dog" role in that students do not always present themselves for evaluation according to Anderson (7).

Some advantages of the contract system not previously mentioned were discussed by Dash (11). He stated that the contract helped to make learning more realistic by focusing the student's attention to the procedure by which he became an active learner. Dash continued by saying that students would learn in an environment which encouraged responsible effort. Students would enjoy taking responsibility for personalized learning; and these learnings would likely to be much more permanent.

In conclusion, the number of positive aspects of contracting far outnumbered the negative aspects. Its greatest value as an educational tool was its flexibility--as it applied to content and as it applied to rate of learning (20).

Chapter 3

METHODS AND PROCEDURES

The procedure for determining the activities to be included involved (1) surveying school personnel; (2) listing school facilities; (3) surveying community recreational facilities; (4) establishing course activities; (5) establishing guidelines for electing activities; (6) determining guidelines for drawing up contracts; and (7) securing school board approval.

Surveying School Personnel

The physical education department of Bloomsburg Area High School consisted of one female instructor. Said employee agreed to teach and/or supervise the bulk of the contract activities offered in the program. Other members of the faculty as well as non-professional employees of the school were contacted requesting their assistance in supervising activities bound by the contract. Such activities included varsity sports (field hockey, softball, basketball, bowling), riding, and cycling.

Listing School Facilities

The physical education department had access to one teaching station in the gymnasium, one weight lifting room, and numerous outdoor areas. The outdoor areas accommodated archery, golf, and jogging.

In addition, ping pong tables and shuffleboard courts were located in the halls adjacent to the gymnasium.

Surveying Community Recreational Facilities

The proprietors of the billiards parlor, the bowling lanes, the golf course, and the School of Self Defense were contacted to secure permission to use their facilities at a reduced rate. It was agreed the activity would be supervised by school personnel and that classes would be scheduled for non-prime time. The Bloomsburg Recreation Commission agreed to reserve four community owned tennis courts for class instruction during the school day. Members of the faculty at Bloomsburg State College agreed to conduct classes in fencing and modern dance using college facilities and equipment.

Establishing Course Activities

The following points were taken into consideration before establishing the course offerings:

1. Pennsylvania school law required credit in physical education for graduation; therefore, all students are required to participate in physical education activities.

2. The school district served both local and rural students, the latter students being subject to transportation problems if involved in activities following the close of the school day.

3. School taxes have increased over the past years, and some parents object to additional costs for required course activities.

4. Local facilities were to be used during non-prime time.

5. Activities involving guest instructors were to be conducted at a time convenient for the instructor involved.

6. Activities were listed by the instructor into relative grouping involving (1) time and (2) money.

Following consideration of the above state points, four basic criteria were established to be followed when setting up the activities for each quarter:

1. Activities must be included that are conducted during the school day at no cost to the student.

2. Activities may be included that are conducted during the school day at a minimum cost to the student.

3. Activities may be included that are conducted other than during the school day at no cost to the student.

4. Activities may be included that are conducted other than during the school day, by a qualified non-professional or a professional not employed by the school district, at a minimum cost to the student.

For a composite of the activities, listed by the quarter(s) and the criteria they met, see Figure 1.

Guidelines for Electing Activities

The following guidelines were developed to assist the student in electing her activities:

1. The student must participate in four different activities per school year. Exception: Physical Education Intern.

2. A student must participate in one activity per quarter but may elect to participate in more than one.

3. A student may request special permission to elect an activity not included in the curriculum, but all such activities must be supervised by an adult and must include learning activities. The student and the teacher will draw up a special activity contract following the guidelines developed for drawing up contracts.

4. The student must be willing to accept the contract as written and also to accept the fact that each activity has different time requirements.

1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
1-Jogging/Physical Conditioning 1-Physical Education Intern 1-Jogging 1-Tennis 1-Archery	1-Jogging/Physical Conditioning 1-Physical Education Intern 1-Jogging 1-Badminton	1-Jogging/Physical Conditioning 1-Physical Education Intern 1-Jogging 1-Gymnastics	1-Jogging/Physical Conditioning 1-Physical Education Intern 1-Jogging 1-Golf 1-Recreational Games
3-Varsity Sport Field Hockey 3-Cycling 4-Riding	2-Bowling 3-Varsity Sport Basketball Bowling 4-Self Defense 4-Fencing 4-Square Dancing	2-Billiards 3-Varsity Sport Basketball 4-Self Defense 4-Modern Dance	3-Varsity Sport Softball 3-Tennis Tournament 4-Riding

Figure 1

A Composite of the Course Offerings
by Criteria

Guidelines for Drawing Up Contracts

The October, 1974 issue of the Journal of Health, Physical Education, and Recreation featured a section devoted to contract teaching (16). Included in the format were examples of contracts used by various professionals in both physical education activities and health related courses. The contracts varied with each person and with each activity.

This investigator wished to develop contracts that did the following: (1) encouraged physical activity as opposed to written activity; (2) was fairly simple to administer as the total teaching load included over 400 students; (3) gave opportunity for students to use their own imagination in developing independent projects; (4) established deadlines so that clerical work would not all come in at the same time; (5) allowed students to meet with the teacher before the grade was finalized; (6) utilized the school resource center; and (7) gave the student the opportunity to choose her own grade dependent upon the number of points accumulated through participation, skill tests, written tests, and independent projects.

Grading. The grading system used is a continuation of the system used in the conventional program. Recognition is given for participation, skill, and knowledge. The grade is expressed as an A, B, C, or D.

Participation. The concept that each activity had its own specific participation requirements and the availability of facilities and/or instructor had to be considered when this phase of the contract was developed. Long cycling trips were required just one time per week; jogging was done daily; badminton, archery, recreational games followed the regular school schedule (met two times per six-day cycle); riding involved a cost element and was limited to eight classes; and the physical education intern was scheduled daily as she received additional credit towards graduation.

Skill competency. Skill competency was of minimum importance in a program where the major emphasis was on participation. The competencies were developed to be a part of the class activity and to be easily administered with a minimum amount of equipment necessary.

Suggested reading. The main thrust in the classroom was active participation. To supplement the classroom presentation, reading material was made available for the student. This information was on the reserve shelf of the school library or in the physical education office. Most suggested reading material could have been used as independent projects.

Written test. The written test was based upon the required reading material as well as information presented

in the classroom. Most tests were based upon information contained in Modern Physical Education by Hase and Rosenstein. Several copies of this book were on the reserve shelf in the school library.

Independent study projects. As the main thrust in the classroom was active participation, the student who wished to learn more about an activity could have done so independent of the teacher. The teacher placed pertinent information on the reserve shelf as well as provided a list of reference material with each contract. Independent projects also doubled as study for the written test, i.e., questions relative to history, vocabulary, and so forth.

The independent projects followed a pattern for each contract. They included history, glossary, current articles, technical articles, bulletin boards, safety, courtesy, advanced and/or post high school competition, cost and care of equipment, student suggested projects, extra participation, and so forth. In addition, each activity had "natural" projects that were also included.

The basic contract was issued to the student at the start of the school year (see Appendix A). Activity contracts were issued to the student at the start of each quarter.

Securing School Board Approval

Following approval by the department chairperson and the high school principal, copies of the completed contracts were distributed to members of the Bloomsburg School Board for review prior to their regular meeting. During the meeting the instructor answered questions relative to the program.

Chapter 4

PROPOSED CONTRACTS

Activity Contract--Archery

Grading

The student determines her grade by accumulating points for (1) conscientious participation and/or skill competency, (2) score received on a written test, and (3) independent projects. A total of 160 points is needed to earn the letter-grade "A"; 145 to 159 points to earn the letter-grade "B"; 130 to 144 points to earn the letter-grade "C"; and 115 to 129 points to earn the letter-grade "D".

Participation and/or skill competency (up to 50 points). The student agrees to participate in fifteen instructional classes during the quarter. Scheduled classes missed may be made up in a manner approved by the instructor. Each class has a point value of five. A maximum of seventy-five points may be earned by participation. Please check the physical education bulletin board for the exact location of the class, archery range, or gymnasium.

The student may earn up to twenty-five points in the following way:

Activity Contract--Archery 2

Shooting competency. From any or all of the following distances demonstrate one's shooting competency for the instructor or student intern. Shoot a round of ten arrows from any of the distances appearing on the chart. Points are earned according to the chart. A maximum of twenty-five points may be earned in this manner. There is no limit to the number of attempts one may make in developing this competency in shooting.

SCORING CHART

<u>SCORE</u>	<u>15 YARDS</u>	<u>20 YARDS</u>	<u>25 YARDS</u>
75 to 90	5 points	8 points	10 points
60 to 74	3 points	5 points	8 points
45 to 59		3 points	5 points
30 to 44			3 points

Written test (up to 50 points). A written test will be administered during the first class period of the sixth cycle. The test will be based upon information presented in class relative to the care and selection of archery equipment and information contained in Modern Physical Education by Hase and Rosenstein, Chapter 3, pages 13 to 24. The book is on reserve in the school library. Points for the written test are earned as follows: A test grade of 90 to 100% earns 50 points; 80 to 89% earns 40

Activity Contract--Archery 3

points; 70 to 79% earns 30 points; 60 to 69% earns 20 points; and 50 to 59% earns 10 points. All make up tests must be scheduled during the sixth cycle.

Independent projects (up to 50 points). Independent projects are to be submitted on paper 8½" x 11", folded lengthwise, and identified on the outside with one's name, course, and independent project number. Failure to do so results in one demerit. All independent projects must contain references listed in accordance with the recommendations of our English department. Failure to do so results in two demerits. Upon request, projects will be returned for appropriate corrections. Cut off date for submitting projects is the last day of the fifth cycle. Suggested independent projects and their point values follow:

1. Submit ten factual statements about the development of archery. (5 points)
2. Submit a glossary of twenty terms used specifically in archery. (5 points)
3. Submit a review of a technical article about archery, i.e., comparison of the different methods of aiming. (10 points)
4. Submit a review of a current magazine article about archery. Copies of Archery World are available in the physical education office. (10 points)

Activity Contract--Archery 4

5. Prepare and post a bulletin board display about archery. Secure approval of the instructor before posting project. (10 points)

6. Submit a summary of local, state, national, and international competition in archery. (10 points)

7. Submit a list of safety procedures to follow when shooting different types of archery. . .target, field, novelty. (5 points)

8. Submit a list of courtesies to be observed when shooting archery. (5 points)

9. Make arrangements with the instructor to shoot a Junior Columbia Round, other than on class time. (24 arrows at each of the following distances: 40, 30, and 20 yards). (10 points plus points earned for score at 20 yards)

10. Contact the instructor about one's own ideas for projects and follow them through if given approval. (10 to 25 points)

11. Research and submit a report of the cost of purchasing archery tackle, as well as hints for the care of tackle. (10 points)

12. Submit a summary of the archery events that take place in the Olympics. Include the name of the event, the first three medal winners, and the countries they represented. (10 points)

Activity Contract--Archery 5

13. Preview the archery loop films, and submit a copy of the captions that appear on each loop. (5 points per loop)

14. Volunteer to participate in an Archery Tournament, other than on school time, during the latter part of October. The tournament will consist of a modified Junior Columbia Round. (24 arrows each at distances of 30, 20, and 15 yards). (15 points)

15. Volunteer to assist in the repair and maintenance of the archery tackle. (5 to 10 points)

16. Make arrangements with a local archer to present a program for the class. The program should include his opinion about different types of tackle, estimated costs of tackle, care of said tackle, as well as a demonstration of shooting. (10 points)

17. Volunteer to set up and take down targets for one week. (5 points)

18. Secure pre-approval and submit evidence of having gone bow and arrow hunting. (10 points)

19. Research and submit a summary of various types of shooting done for recreation, i.e., target, field, novelty. (10 points)

20. With the assistance of the instructor, set up and conduct a mail-o-graphic archery tournament involving area schools. (25 points)

Activity Contract--Archery 6

21. Over a period of 120 days or less, complete the following requirements for the Presidential Sports Award:*

- a. Shoot a minimum of 3,000 arrows.
- b. No more than 60 arrows in any one day may be credited to the total.
- c. Minimum target distance is 15 yards. In field archery, there should be 14 different targets, each at 15 yards or more.

22. For information: National Archery Association
Ronks, Pennsylvania 17572

*"Qualifying Standards," Presidential Sports Award,
P.O. Box 1412, Annex Station, Providence, R. I., 02904

ARCHERY REFERENCE MATERIAL

Books

- Ainsworth, Dorothy S., and others. Individual Sports for Women. 3rd ed. Philadelphia: W. B. Saunders, 1955.
(BSC)*
- Ascham, Roger. Toxophilus. New York: Da Cara Press, 1969. (BSC)
- Brace, Donald K. Archery: Skill Test Manual. Washington: American Association for Health, Physical Education and Recreation, 1967. (BHS)**
- Brownell, Clifford L. Recreational Sports. Mankato, Minn.: Creative Educational Society, Inc., 1961. (BHS)
- Burke, Edmund H. The History of Archery. New York: Murrow, 1957. (BSC)
- Forbes, Thomas. New Guide to Better Archery. New York: Collier Books, 1962. (BSC)
- Gillelan, Howard G. Complete Book of the Bow and Arrow. New York: Galahad Books (by arrangement with Stackpole Co.), 1971. (BHS)
- Hase, Gerald, and Irwin Rosenstein. Modern Physical Education. New York: Holt, Rinehart and Winston, Inc., 1972. (BHS)
- Haugen, Arnold Otto, and Marian G. Metcalf. Field Archery and Bowhunting. New York: The Ronald Press Co., 1963. (BSC)
- Herrigel, Eugene. Zen in the Art of Archery. New York: Pantheon, 1968. (BHS)
- Hougham, Paul. The Encyclopedia of Archery. New York: A. S. Barnes, 1958. (BHS)
- McKinney, Wayne C. Archery. Dubuque, Iowa: W. C. Brown, Company, 1966. (BSC)

*Bloomsburg State College Library

**Bloomsburg High School Library

Sullivan, George. Better Archery for Boys and Girls. New York: Dodd, Mead Company, 1970. (BSC)

Sumption, Dorothy. Archery for Beginners. Philadelphia: W. B. Saunders Company, 1932. (BSC)

Audio-Visual

Athletic Institute Series. Film Strip with Record and Guide, 1965. (BSC)

History of Archery

Aiming

Archery Rules

Shooting

Athletic Institute Series. 8mm Super Loop Films. (BHS)

Nocking the Arrow

Draw, Aim and Hold

Release and Follow Through

Bailey Films. 16 mm. Sound, Color, 1967. (BSC)

Archery Fundamentals (11 min.)

*Bloomsburg State College Library

**Bloomsburg High School Library

Activity Contract--Badminton

Grading

The student determines her grade by accumulating points for (1) conscientious participation and/or skill competency, (2) score received on a written test, and (3) independent projects. A total of 160 points is needed to earn the letter-grade "A"; 145 to 159 points to earn the letter-grade "B"; 130 to 144 points to earn the letter-grade "C"; and 115 to 129 points to earn the letter-grade "D".

Participation and/or skill competency (up to 100 points). The student agrees to participate in fifteen instructional classes during the quarter. Scheduled classes missed may be made up in a manner approved by the instructor. Each class has a point value of five. A maximum of seventy-five points may be earned by participation. The student may earn up to twenty-five points in any of the following ways:

1. Serving competency--low, short serve. From behind the short service line, serve eight of ten shuttlecocks as specified. Following all rules governing the serve, the shuttlecock must travel between the top of the net and the restraining rope eighteen inches above it. The

shuttlecock must land behind the short service line and within twelve inches of it. Three points are earned for each successful trial. A maximum of fifteen points may be earned in this manner. There is no limit to the number of attempts one can make in developing this competency.

2. Serving competency--high, deep serve. From behind the short service line, serve eight of ten shuttlecocks as specified. Following all rules governing the serve, the shuttlecock must travel over a rope ten feet high and five feet in front of the end line and land in the correct service box. Three points are earned for each successful trial. There is no limit to the number of attempts one can make in developing this competency. A maximum of fifteen points may be earned in this manner.

3. Mini-singles game. A mini game consists of five points played using all the rules of badminton with the following exceptions: player "A" serves two points, player "B" serves two points, and player "A" serves the final point. Spin one's racket to determine who serves first. Two points are earned for each mini game won. A maximum of twenty-four points may be earned in this manner. There is no limit to the number of games one can play in developing this competency.

4. Mini-doubles game. A mini-doubles game consists of nine points played using all the rules of badminton with the following exception: each player serves only two points with the first player also serving the ninth point. Spin one's racket to determine who serves first. Four points are earned for each mini-doubles game won. A maximum of twenty-four points may be earned in this manner. There is no limit to the number of games one can play in developing this competency.

Written test (up to 50 points). A written test will be administered during the first class period of the sixth cycle. The test will be based upon information presented in class and information contained in Modern Physical Education by Hase and Rosenstein, Chapter 4, pages 39 to 51. The book is on reserve in the school library. Points for the written test are earned as follows: a test grade of 90 to 100% earns 50 points; 80 to 89% earns 40 points; 70 to 79% earns 30 points; 60 to 69% earns 20 points; and 50 to 59% earns 10 points. All make up tests must be scheduled during the sixth cycle.

Independent projects (up to 50 points). Independent projects are to be submitted on paper 8½" x 11", folded lengthwise, and identified on the outside with one's name, course, and independent project number. Failure to do so results in one demerit. All independent projects must contain references listed in accordance with the recommendations of

Activity Contract--Badminton 4

our English department. Failure to do so results in two demerits. Upon request, projects will be returned for appropriate corrections. Cut off date for submitting projects is the last day of the fifth cycle. Suggested independent projects and their point values follow:

1. Submit ten factual statements about the development of badminton. (5 points)
2. Submit a glossary of twenty terms used specifically in badminton. (5 points)
3. Submit a review of a technical article about badminton, i.e., doubles strategy, serving strategy, etc. (10 points)
4. Submit a review of a current magazine article about badminton. (10 points)
5. Prepare and post a bulletin board display about badminton. Secure approval of the instructor before posting project. (10 points)
6. Submit a summary of local, state, national, and international competition in badminton. (10 points)
7. Submit a list of safety procedures to follow when playing badminton. (5 points)
8. Submit a list of courtesies to be observed when playing badminton. (5 points)
9. Make arrangements with the instructor to participate in after school matches, either singles or doubles. Three points are earned for each match played,

with an additional two points for each game won. If a tournament can be organized, an extra five points will be awarded to the tournament winner. (3 to 50 points)

10. Contact the instructor about one's own ideas for projects and follow them through if given approval. (10 to 25 points)

11. Research and submit a report of the cost of purchasing badminton equipment as well as hints for the care of said equipment. (10 points)

12. Volunteer to set up and take down nets and standards for five class periods. (10 points)

13. With the assistance of the instructor, help organize a badminton play day involving one or more schools. (10 to 25 points)

14. With the approval of the instructor, prepare a visual aid that would be helpful in teaching badminton to beginners. (10 points)

15. Over a period of 120 days or less complete the following requirements for the Presidential Sports Award:*

- a. Play badminton a minimum of 50 hours.
- b. No more than one and one-half ($1\frac{1}{2}$) hours in any one day may be credited to total.
- c. Play must include at least 25 matches (best two of three games) of singles and/or doubles.

16. For information: American Badminton Association
Marblehead, Mass. 02197

*"Qualifying Standards," Presidential Sports Award,
P.O. Box 1412, Annex Station, Providence, R. I., 02904

BADMINTON REFERENCE MATERIAL

Books

Ainsworth, Dorothy, and others. Individual Sports for Women. 3rd ed. Philadelphia: W. B. Saunders, 1955. (BSC)*

Brownell, Clifford L. Recreational Sports. Mankato, Minn.: Creative Educational Society, Inc., 1961. (BHS)**

Brundle, Fred. Teach Yourself Badminton. London Universities Press (Distributed by Sportshelf, New Rochelle, N.Y.), 1959. (BSC)

Davidson, Kenneth R. Winning Badminton. New York: A. D. Barnes, 1953. (BSC)

Devlin, J. Frank. Badminton for All. Garden City, N.Y.: Doubleday, Doran and Co., Inc., 1937. (BSC)

Hase, Gerald, and Irwin Rosenstein. Modern Physical Education. New York: Holt, Reinhart and Winston, Inc., 1972. (BHS)

Varner, Margaret. Badminton. Dubuque, Iowa: W. C. Brown, Company, 1966. (BSC)

Audio-Visual

Athletic Institute Series. Filmstrip with Record and Guide. 1965. (BSC)

The Game of Badminton
Badminton: Forehand
Badminton: Backhand
Badminton: Overhand
Badminton: Service

*Bloomsburg State College Library

**Bloomsburg High School Library

Activity Contract--Billiards

Grading

The student determines her grade by accumulating points for (1) conscientious participation and/or skill competency, (2) score received on a written test, and (3) independent projects. A total of 160 points is needed to earn the letter-grade "A"; 145 to 159 points to earn the letter-grade "B"; 130 to 144 points to earn the letter-grade "C"; and 115 to 129 points to earn the letter-grade "D".

Participation and/or skill competency (up to 100 points). The student agrees to participate in fifteen instructional classes during the quarter. The classes will be held at Bob's Billiards in cooperation with Mr. Robert Laubach, owner. Scheduled classes missed may be made up in a manner approved by the instructor. Each class has a point value of five. A maximum of seventy-five points may be earned by participation. If the weather is extremely bad or the school schedule is irregular, the class will meet in a classroom as posted on the physical education bulletin board. The student may earn up to twenty-five points in any of the following ways:

1. Shooting competency--reverse English. Using the following set-up, pocket four of five object balls in a legal manner. Place the object ball one inch from any pocket. Place the cue ball one-half the length of the cue from the object ball. The cue ball is not permitted to move forward after making contact, and the object ball must be pocketed. Three points is earned for each successful trial. A maximum of fifteen points may be earned in this manner. There is no limit to the number of attempts one may make in developing this competency.

2. Shooting competency--right and/or left English. Using the following set-up, cause the cue ball to spin off to the right or left (call the direction before shooting) four of five times as called. Place the object ball on the foot spot. Place the cue ball one-half the length of the cue from the object ball. The cue ball must move to the right or left after making legal contact with the object ball, at least twelve inches. Three points are earned in this manner. There is no limit to the number of attempts one may make in developing this competency.

3. Shooting competency--break. Using all the rules pertaining to the break, break four of five racks successfully. Five points are earned in this manner. There is no limit to the number of attempts one may make in developing this competency.

4. Shooting competency--break and string. After a legal break, one point is earned for each ball pocketed in

a string. All of the basic rules must be followed when demonstrating this competency. A maximum of fifteen points may be earned in this manner. There is no limit to the number of attempts one may make in developing this competency.

Written test (up to 50 points). A written test will be administered during the first class period of the sixth cycle. The test will be based upon information presented in class and information contained in the study sheet. Points for the written test are earned as follows: a test grade of 90 to 100% earns 50 points; 80 to 89% earns 40 points; 70 to 79% earns 30 points; 60 to 69% earns 20 points; and 50 to 59% earns 10 points. All make up tests must be scheduled during the sixth cycle.

Independent projects (up to 50 points). Independent projects are to be submitted on paper 8½" x 11", folded lengthwise, and identified on the outside with one's name, course, and independent project number. Failure to do so results in one demerit. All independent projects must contain references listed in accordance with the recommendations of our English department. Failure to do so results in two demerits. Upon request, projects will be returned for appropriate corrections. Cut off date for submitting projects is the last day of the fifth cycle. Suggested independent projects and their point values follow:

Activity Contract--Billiards 4

1. Submit ten factual statements about the development of billiards. (5 points)
2. Submit a glossary of twenty terms used specifically in billiards. (5 points)
3. Submit a review of a technical article about billiards, i.e., methods used to cause the cue ball to spin off in different directions after making contact with the object ball. (10 points)
4. Submit a review of a current magazine article about billiards. (10 points)
5. Prepare and post a bulletin board display about billiards. Secure approval of instructor before posting project. (10 points)
6. Submit a summary of local, state, national, and international competition in billiards. (10 points)
7. Submit a list of safety procedures to follow when shooting billiards. (5 points)
8. Submit a list of courtesies to be observed when shooting billiards. (5 points)
9. If one has pre-approval, submit evidence of having played billiards other than during class time. Forms are available from instructor. (10 points)
10. Contact instructor about one's own ideas for projects and follow them through if given approval. (10 to 25 points)

11. Research and submit a report of the cost of purchasing billiard equipment, as well as hints for the care of said equipment. (10 points)
12. Video tape a television program about billiards or a local player who is extremely good. Contact instructor about the content of the program and about securing tapes and equipment needed to carry out the project. (15 points)
13. With the approval of the instructor, prepare a series of overhead overlays to demonstrate some of the basic principles of billiards. (10 points)
14. With the approval of the instructor, prepare visual aids that would be helpful in teaching billiards to beginners. (10 points)
15. For information: Billiard Congress of America
717 North Michigan Avenue
Chicago, Illinois 60611

BILLIARD REFERENCE MATERIAL

Books

Billiard Congress of America. Official Rules and Record Book: Billiard Games, Pocket and Carom. Chicago: Billiard Congress of America, 1974. (PEO)*

Crane, Irving, and George Sullivan. Pocket Billiards. New York: Simon and Schuster, Inc., 1972. (PEO)

Daly, Maurice. Daly's Billiard Book. New York: Dover Publications, Inc., 2nd ed., 1971. (PEO)

Herrmann, Fred. Tricks and Games on the Pool Table. New York: Dover Publications, Inc., 1967. (PEO)

Lindrum, Horace. Pool, Snooker, and Billiards. Sydney, Australia: Paul Hamlyn Company, 1967. (PEO)

Minnesota Fats. Minnesota Fats on Pool. St. Paul, Minn.: Minnesota Fats Enterprises, 1970. (PEO)

Mizerak, Steve. Inside Pocket Billiards. Chicago: Henry Regnery, Co., 1973. (PEO)

*Physical Education Office

Activity Contract--Bowling

Grading

The student determines her grade by accumulating points for (1) conscientious participation and/or skill competency, (2) score received on a written test, and (3) independent projects. A total of 160 points is needed to earn the letter-grade "A"; 145 to 159 points to earn the letter-grade "B"; 130 to 144 points to earn the letter-grade "C"; and 115 to 129 points to earn the letter-grade "D".

Participation and/or skill competency (up to 100 points). The student agrees to participate in four instructional classes during the first two cycles. In addition, she is obligated to bowl three games per cycle for the remaining five cycles of the grading period. Score sheets for the games rolled are to be submitted to the instructor for credit and analysis. Scheduled classes missed may be made up in a manner approved by the instructor. Each class and each series of three games has a point value of ten. A maximum of ninety points may be earned by participation.

The student may earn up to ten points in the following ways:

Skill competency. Based upon the fifteen score sheets submitted, skill competency points will be awarded for the following:

1. 10 points for an average of 120 or better on the last five games rolled.
2. 1 point for each game in which one scored at least 3 marks.
3. 2 points for each game in which one scored at least 5 marks.
4. 1 point for each game over 100.
5. 2 points for each game over 200.
6. 1 point for each double.
7. 2 points for each turkey.

Sometime during the third cycle, the student is obligated to take a pass/fail test relative to scoring. Students failing the test must repeat it until they can demonstrate competency in scoring. Ten demerits will be recorded for failure to take and pass the scoring test.

Written test (up to 50 points). A written test will be administered during the first class period of the sixth cycle. The test will be based upon information presented in class and upon information contained in Modern Physical Education by Hase and Rosenstein, Chapter 7, pages 79 to 93. This book is on reserve in the school library. Points for the written test are earned as follows: a test grade of 90 to 100% earns 50 points; 80 to 89% earns 40 points; 70 to 79% earns 30 points; 60 to 69% earns 20 points; and 50 to 59% earns 10 points. All make up tests must be scheduled during the sixth cycle.

Independent projects (up to 50 points). Independent projects are to be submitted on paper 8½" x 11", folded lengthwise, and identified on the outside with one's name, course, and independent project number. Failure to do so results in one demerit. All independent projects must contain references listed in accordance with the recommendations of our English department. Failure to do so results in two demerits. Upon request, projects will be returned for appropriate corrections. Cut off date for submitting projects is the last day of the fifth cycle. Suggested independent projects and their point values follow:

1. Submit ten factual statements about the development of bowling as a sport. (5 points)
2. Submit a glossary of twenty terms used specifically in bowling. (5 points)
3. Submit a review of a technical article about bowling. (10 points)
4. Submit a review of a current magazine article about bowling. (10 points)
5. Prepare and post a bulletin board display about bowling. Secure approval of the instructor before posting project. (10 points)
6. Submit a summary of local, state, national, and international competition in bowling. (10 points)
7. Submit a list of safety procedures to follow when bowling. (5 points)

Activity Contract--Bowling 4

8. Submit a list of courtesies to be observed when bowling. (5 points)

9. If one has pre-approval, submit evidence of having bowled other than during class time. (10 points per time)

10. Contact the instructor about one's own ideas for projects and follow them through if given approval. (10 to 25 points)

11. Video tape a television program about bowling or a local bowler who is extremely good. Contact the instructor about the content of the program and about securing tapes and equipment needed to carry out the project. (15 points)

12. Research and submit a report of the cost of purchasing bowling equipment. Contact the owner of a bowling lane for an estimate of the cost of the lanes, ball returns, pinsetters, and so forth. (15 points)

13. Over a period of 120 days or less, complete the following requirements for the Presidential Sports Award:*

- a. Bowl a minimum of 150 games.
- b. No more than five (5) games in any one day may be credited to total.
- c. The total of 150 games must be bowled in not less than 34 different days.

*"Qualifying Standards," Presidential Sports Award, P.O. Box 1412, Annex Station, Providence, R. I., 02904

Activity Contract--Bowling 5

14. For information: American Bowling Congress
1572 Capitol Drive
Milwaukee, Wisconsin 53211

American Junior Bowling Congress
1572 Capitol Drive
Milwaukee, Wisconsin 53211

Women's International Bowling
Congress
5301 S. 76th Street
Greendale, Wisconsin 53202

BOWLING REFERENCE MATERIAL

Books

- Ainsworth, Dorothy S., and others. Individual Sports for Women. 3rd ed. Philadelphia: W. B. Saunders, 1955. (BSC)*
- Audsley, Judy. Bowling for Women. New York: Sterling Publishing Company, 1964. (BSC)
- Brownell, Clifford L. Recreational Sports. Mankato, Minn.: Creative Education Society, Inc., 1961. (BHS)**
- Carter, Don. 10 Secrets of Bowling. New York: Viking Press, 1958. (BSC)
- Clause, Frank. How To Win At Bowling. New York: Fleet Publishing Company, 1957. (BSC)
- Falcaro, Joe, and Murray Goodman. Bowling For All. 3rd ed. New York: The Ronald Press Company, 1957. (BSC)
- Fraley, Oscar. The Complete Handbook of Bowling. Englewood Cliffs, N. J.: Prentice-Hall, 1958. (BSC)
- Hase, Gerald, and Irwin Rosenstein. Modern Physical Education. New York: Holt, Reinhart and Winston, Inc., 1972. (BHS)
- Kidwell, Kathryn, and Paul Smith, Jr. Bowling Analyzed. Dubuque, Iowa: W. C. Brown Company, 1960. (BSC)
- Kovac, Steve. Learn To Bowl. Chicago: Rand McNally, 1969. (BHS)
- Martin, Joan L. Bowling. Dubuque, Iowa: W. C. Brown Company, 1966. (BSC)
- Sohvan, Karl. Bowling. New York: F. Watts, Inc., 1966. (BHS)
- Sullivan, George Edward. Bowling Secrets of the Pros. Garden City, N. Y.: Doubleday and Company, 1968. (BHS)

*Bloomsburg State College Library

**Bloomsburg High School Library

Women's International Bowling Congress. WIBC History: A
Story of 50 Years of Progress. St. Louis: WIBC, 1967.
(BSC)*

Audio-Visual

Athletic Institute Series. Filmstrip with Record and Guide,
1965. (BSC)

Bowling: Delivery
Bowling: Scoring
Bowling: The Sport

Holt, Rinehart and Winston Series. 8mm Super Loops, Silent
Color, 1972. (BSC)

Four Step Delivery
One Step Delivery
Spot Bowling for Spares: Hook Ball
Spot Bowling for Spares: Straight Ball
Spot Bowling for Strikes

*Bloomsburg State College Library

Activity Contract--Cycling

Grading

The student determines her grade by accumulating points for (1) conscientious participation and/or skill competency, (2) score received on a written test, and (3) independent projects. A total of 160 points is needed to earn the letter-grade "A"; 145 to 159 points to earn the letter-grade "B"; 130 to 144 points to earn the letter-grade "C"; and 115 to 129 points to earn the letter-grade "D".

Participation and/or skill competency (up to 100 points). The student agrees to participate in eight cycling trips of between fifteen and twenty miles each. The departure will be from the high school parking lot on Monday at 4:00 p.m. (or a day and time acceptable to the entire group). If weather conditions are unfavorable, the trip will be cancelled and full credit given to those girls who were in school that day. Trips missed may be made up in a manner approved by the instructor. Each trip has a point value of 12.5. A maximum of 100 points may be earned by participation. The student is obligated to submit a short summary of her trip on the trip.

Example:

<u>DATE</u>		<u>DESTINATION</u>
_____	1.	_____
_____	2.	_____
_____	3.	_____
_____	4.	_____
_____	5.	_____
_____	6.	_____
_____	7.	_____
_____	8.	_____

Written test (up to 50 points). A written test will be administered during the first class period of the sixth cycle. The test will be based upon information contained in Cycling by Rand McNally, Chapters I, II, III, and VIII. The information to be considered for the test is highlighted in pink. The book is on reserve in the school library. Points for the written test are earned as follows: a test grade of 90 to 100% earns 50 points; 80 to 89% earns 40 points; 70 to 79% earns 30 points; 60 to 69% earns 20 points; and 50 to 59% earns 10 points. All make up tests must be scheduled for the sixth cycle.

Independent projects.(up to 50 points). Independent projects are to be submitted on paper 8½" x 11", folded lengthwise, and identified on the outside with one's name, course, and independent project number. Failure to do so results in one demerit. All independent projects must contain references listed in accordance with the recommendations of our English department. Failure to do so results in two demerits.

Upon request, projects will be returned for appropriate corrections. Cut off date for submitting projects is the last day of the fifth cycle. Suggested independent projects and their point values follow:

1. Submit ten factual statements about the development of the bicycle. (5 points)
2. Prepare a glossary of twenty terms used specifically in cycling. (5 points)
3. Submit a review of a technical article about cycling. (10 points)
4. Submit a review of a current magazine article about cycling. (10 points)
5. Prepare a bulletin board display about cycling. Secure approval of the instructor before posting project. (10 points)
6. Submit a summary of state, local, or national cycling clubs. (Addresses are available in the Rand McNally book, Cycling, on reserve in the school library). (10 points)
7. Submit a list of safety precautions to follow when cycling in town and on the road. (10 points)
8. Contact the American Youth Hostels, Inc., (AYH), requesting information about the organization and submit a brief report of your findings. (American Youth Hostels, Inc., Dalaplane, Virginia, 22025). (10 points)
9. Research and submit a report of the costs of cycling equipment. Include two factual statements about the purpose of each item. (10 points)

Activity Contract--Cycling 4

10. Contact the instructor about one's own ideas for projects and follow them through if given approval.
(10 to 25 points)

11. If one has pre-approval, submit a summary of a cycling trip taken other than those planned for class.
(10 to 20 points)

12. Submit a summary of the cycling events conducted in the Olympics. Include the name of the event, the first three medal winners and the countries they represented.
(10 points)

13. Over a period of 120 days or less complete the requirements for the Presidential Sports Award:*

a. Bicycle a minimum of 600 miles (more than five gears), or bicycle a minimum of 400 miles (five or fewer gears).

b. No more than 12 miles in any one day may be credited to total (more than five gears); no more than eight miles in any one day may be credited to total (five or fewer gears).

14. For information: Bicycle Institute of America
122 E. 42nd Street
New York, New York 10017

League of American Wheelmen
19 S. Bothwell St.
Palatine, Illinois 60067

*"Qualifying Standards," Presidential Sports Award,
P. O. Box 1412, Annex Station, Providence, R. I., 02904.

CYCLING REFERENCE MATERIAL

Books

Alth, Max. All About Bikes and Bicycling. New York:
Hawthorne Books, Inc., 1972. (BHS)*

Coombs, Charles Ira. Bicycling. New York: Morrow
Publishing Company, 1972. (BSC)**

Delong, Fred. Delong's Guide to Bicycles and Bicycling:
The Art and Science. Radnor, Penna.: Chilton Book
Co., 1974. (BHS)

Frankel, Godfrey, and Lillian Frankel. 101 Things To Do
With a Bike. New York: Sterling Publishing Company,
1961. (BSC)

Palmer, Arthur Judson. Riding High: The Story of the
Bicycle. New York: E. P. Dutton Publishers, 1956.
(BSC)

Sloane, Eugene A. The New Complete Book of Bicycling.
New York: Simon and Schuster Publishing Company, 1974.
(BHS)

*Bloomsburg High School Library

**Bloomsburg State College Library

Activity Contract--Fencing

Grading

The student determines her grade by accumulating points for (1) conscientious participation and/or skill competency, (2) score received on a written test, and (3) independent projects. A total of 160 points is needed to earn the letter-grade "A"; 145 to 159 points to earn the letter-grade "B"; 130 to 144 points to earn the letter-grade "C"; and 115 to 129 points to earn the letter-grade "D".

Participation and/or skill competency (up to 50 points). The student agrees to participate in fifteen instructional classes. Scheduled classes missed may be made up in a manner approved by the instructor. Each class has a point value of six. A maximum of ninety points may be earned by participation. The student may earn up to ten points in either of the following ways:

1. Offensive competency. In cooperation with a "defensive opponent" (see below) initiate an attack. Come to an "on guard" position with one's back foot behind an attacking line (determined by establishing one's lunging distance, or how far one can stand from the defender in a guard position and still reach the defender's target with a

full lunge). A chalk line is drawn along the inner border of the attacker's rear foot. Another line is drawn five inches nearer the wall from the starting line. This is designated the foul line. Each attack begins behind the starting line. Any attack may be used; providing, once it begins, it has to be continued. There may be no false attacks, although feints are allowed, provided they are part of the attack. At the conclusion of each attack, the rear foot has to be on the floor behind the foul line. This is to assure a proper lunge attack. Two practice attacks may be made before scoring begins.

2. Defensive competency. Defend oneself against an attack as described above. One may use any parry one chooses to combat the attack. One is required to come "on guard" with the back foot against the wall. The attacker will be assigned by the instructor. Three student judges will decide if that parry was successful.

Scoring. One point is awarded to the attacker for each attack which results in a valid hit before the parry is executed. The blade cannot be replaced after a parry or a miss. A hit has to be made with the tip of the point against the valid target.

One point is awarded to the defender for each parry which successfully deflects the attack so that the point does not land. If the blade lands on a foul area after being

deflected from the target, it is counted as a successful parry. If a faulty attack is parried, the point is awarded to the defender. Faulty attacks include failing to reach the target, landing on a foul area without being parried, or the attacker's foot passing over the foul line and the attack is good.

There is no limit to the number of attempts one can make in developing these competencies. A maximum of ten points may be earned in this way.

Written test (up to 50 points). A written test will be administered during the first class period of the sixth cycle. The test will be based upon information contained in Modern Physical Education by Hase and Rosenstein, Chapter 8, pages 95 to 107. The book is on reserve in the school library. Points for the written test are earned as follows: a test grade of 90 to 100% earns 50 points; 80 to 89% earns 40 points; 70 to 79% earns 30 points; 60 to 69% earns 20 points; and 50 to 59% earns 10 points. All make up tests must be scheduled during the sixth cycle.

Independent projects (up to 50 points). Independent projects are to be submitted on paper 8½" x 11", folded lengthwise and identified on the outside with one's name, course, and independent project number. Failure to do so results in one demerit. All independent projects must contain references listed in accordance with the recommendations of

our English department. Failure to do so results in two demerits. Upon request, projects will be returned for appropriate corrections. Cut off date for submitting projects is the last day of the fifth cycle. Suggested independent projects and their point values follow:

1. Submit ten factual statements about the history or development of fencing as a sport. (5 points)
2. Submit a glossary of twenty terms used specifically in fencing. (5 points)
3. Submit a review of a technical article about fencing. Fencing articles are available in the physical education office. (10 points)
4. Review a current magazine article about fencing. (10 points)
5. Prepare a bulletin board display about fencing. Secure the approval of the instructor before posting project. (10 points)
6. Submit a summary of local, state, national, and international competition in fencing. (10 points)
7. Submit a summary of safety procedures to follow when fencing. (5 points)
8. Submit a summary of courtesies to be practiced when participating in fencing activities. (5 points)
9. Make arrangements with the instructor to practice fencing other than on class time. (10 points per hour)
10. Contact the instructor about one's own ideas

for independent projects and follow them through if given approval. (10 to 25 points)

11. Write to the Amateur Fencers League of America, 33 62nd St., West New York, New Jersey, 07093, about opportunities for fencing, as well as the objectives of the organization. Submit a summary of the information received. (10 points)

12. Write to the National Fencing Coaches Association of America, c/o Castello Fencing Equipment Company, 30 E. 10th St., New York, New York, 10003, for information about their organization. (10 points)

13. If one has pre-approval, visit a session of the Bloomsburg State College Fencing Club and submit a short summary of the activity taking place during the session. (10 points)

14. Review the loop films, available in the physical education office, and submit a copy of the captions appearing on each film. (5 points) Reference information: Loops are printed by the Athletic Institute, 105 Merchandise Mart, Chicago, Illinois, 60654.

15. Submit a summary of the cost and care of equipment. (10 points)

16. Participate in mini-fencing bouts during class. Two points are earned for each bout won. (2 to 20 points)

Activity Contract--Fencing 6

17. Over a period of 120 days or less, complete the following requirements for the Presidential Sports Award:*

- a. Practice fencing skills a minimum of 50 hours.
- b. No more than one hour in any one day may be credited to the total.
- c. At least 30 of the 50 hours must be under the supervision of an instructor.

*"Qualifying Standards", Presidential Sports Award,
P.O. Box 1412, Annex Station, Providence, R. I., 02904.

FENCING REFERENCE MATERIAL

Books

- Ainsworth, Dorothy S., and others. Individual Sports for Women. 3rd ed.. Philadelphia: W. B. Saunders, 1955. (BSC)*
- Hase, Gerald, and Irwin Rosenstein. Modern Physical Education. New York: Holt, Rinehart and Winston, Inc., 1972. (BHS)**
- Rondell, Louis. Foil and Sabre. Boston: Estes, 1892. (BSC)
- Silver, George. Paradoxes of Defense. Amsterdam: Theatrum Orbis Terrarum. (Distributed by DaPapa Press, New York) 1968. (BSC)
- Thimm, Carl Albert. A Complete Bibliography of Fencing and Dueling. New York: B. Bloom and Company, 1968. (BSC)
- Vince, Joseph. Fencing. New York: A. S. Barnes, 1940. (BSC)

Audio-Visual

Athletic Institute Series. 8mm. Super Loop Films, Color, No sound. (BHS)

- On-Guard, Advance, Retreat (3 min., 44 sec.)
- Thrust, Lunge (3 min., 32 sec.)
- Recovery Backward; Recovery, Forward (3 min., 34 sec.)
- Lateral Parry and Riposte (3 min., 38 sec.)
- Semicircular Parries and Riposte (3 min., 50 sec.)
- Disengage and Disengage Lunge (3 min., 34 sec.)
- Coupe and Coupe Lunge (3 min., 36 sec.)
- The Beat-Disengage and the Change Beat Disengage (3 min., 42 sec.)
- Straight Feint, Feint to Low Line, Feint to High Line (3 min., 42 sec.)
- Compound Attacks Employing Disengage Feints (3 min., 48 sec.)
- Parry--Straight Riposte (Counterattack) (3 min., 28 sec.)
- Parry--Disengage Riposte (Counterattack) (3 min., 44 sec.)

*Bloomsburg State College Library

**Bloomsburg High School Library

Activity Contract--Golf

Grading

The student determines her grade by accumulating points for (1) conscientious participation and/or skill competency, (2) score received on a written test, and (3) independent projects. A total of 160 points is needed to earn the letter-grade "A"; 145 to 159 points to earn the letter-grade "B"; 130 to 144 points to earn the letter-grade "C"; and 115 to 129 points to earn the letter-grade "D".

Participation and/or skill competency (up to 100 points). The student agrees to participate in fifteen instructional classes during the quarter. Scheduled classes missed may be made up in a manner approved by the instructor. Each class has a point value of five. A maximum of seventy-five points may be earned by participation. Please check the physical education bulletin board for the exact location of the class...gymnasium, athletic field, or field trip to the local par three golf course.

The student may earn up to twenty-five points in any of the following ways:

1. Driving competency. From behind a restraining line twenty feet from the wall, drive ten practice balls

against the wall. The scoring scheme indicated on the wall awards the highest number of points for hitting the ball high and straight. Three points are awarded for a score of thirty or above. A maximum of fifteen points may be earned in this manner. There is no limit to the number of attempts one may make in developing this competency.

2. Putting competency. From behind the restraining line on the putting mat, ten feet from the cup, putt eight of ten regulation golf balls to within one foot of the cup. Three points are earned for each successful trial of ten.

From behind a restraining line on the putting mat, twenty feet from the cup, putt seven of ten regulation golf balls to within one foot of the cup. Four points are earned for each successful trial.

From behind a restraining line on the putting mat, thirty feet from the cup, putt six of ten regulation golf balls to within one foot of the cup. Five points are earned for each successful trial of ten.

A maximum of fifteen points may be earned in this manner. There is no limit to the number of attempts one may make in developing this competency.

3. Chipping competency. From behind a restraining line ten feet from the chipping basket, chip eight of ten regulation golf balls into the target area. (Practice this activity on the athletic field unless using plastic golf balls). Three points are earned for each successful trial.

From behind a restraining line twenty feet from the chipping basket, chip seven of ten regulation golf balls into the target area. Three points are earned for each successful trial of ten.

A maximum of fifteen points may be earned in this manner. There is no limit to the number of attempts one may make in developing this competency.

4. Indoor golf. Record a score of no more than ten strokes on the indoor course set up for rainy days. Five points are earned for each successful trial. There is no limit to the number of attempts one may make in developing this competency.

Written test (up to 50 points). A written test will be administered during the first class period of the sixth cycle. This test will be based upon information presented in class relative to the care and selection of golf equipment and information contained in Modern Physical Education by Hase and Rosenstein, Chapter 11, pages 139 to 153. This book is on reserve in the school library. Points for the written test are earned as follows: a test grade of 90 to 100% earns 50 points; 80 to 89% earns 40 points; 70 to 79% earns 30 points; 60 to 69% earns 20 points; and 50 to 59% earns 10 points. All make up tests must be scheduled during the sixth cycle.

Independent projects (up to 50 points). Independent projects are to be submitted on paper 8½" x 11", folded lengthwise and identified on the outside with one's name, course, and independent project number. Failure to do so results in one demerit. All independent projects must contain references listed in accordance with the recommendations of our English department. Failure to do so results in two demerits. Cut off date for submitting projects is the last day of the fifth cycle. Suggested independent projects and their point values follow:

1. Submit ten factual statements about the history of golf. (5 points)
2. Submit a glossary of twenty terms used specifically in golf. (5 points)
3. Review a technical article about golf, i.e., what factors influence the choice of wood or iron to be used. (10 points)
4. Review a current magazine article about golf. (10 points)
5. Prepare and post a bulletin board display about golf. Secure approval of the instructor before posting project. (10 points)
6. Submit a summary of local, state, national, and international competition in golf. (10 points)
7. Submit a list of safety procedures to follow when playing golf. (5 points)

Activity Contract--Golf 5

8. Submit a list of courtesies to be observed when playing golf. (5 points)

9. If you have pre-approval, submit proof of having played golf, other than on class time. (10 points per session)

10. Contact the instructor about one's own ideas for projects and follow them through if given approval.
(10 to 25 points)

11. Preview the golf loop films. Submit a copy of the captions that appear on each loop. (5 points per loop)

12. Submit a review of the slide films relative to golf that are available in the physical education office.
(10 points)

13. Research and submit a summary of the different types of tournaments played on our local golf course.
(10 points)

14. Submit a list and a few identifying statements about ten professional golfers, male and female, past and present. (10 points)

15. Over a period of 120 days or less, complete the following requirements for the Presidential Sports Award:*

- a. Play a minimum of 30 rounds of golf (18 holes).
- b. No more than one 18-hole round a day may be credited to the total.
- c. No motorized carts may be used.

16. For information: National Golf Foundation
707 Merchandise Mart
Chicago, Illinois 60654

*"Qualifying Standards", Presidential Sports Award,
P. O. Box 1412, Annex Station, Providence, R. I., 02904.

GOLF REFERENCE MATERIAL

Books

- Ainsworth, Dorothy S., and others. Individual Sports for Women. 3rd ed. Philadelphia: W. B. Saunders, 1955.
(BSC)*
- Armour, Tommy. Tommy Armour's ABC's of Golf. New York: Simon and Schuster, 1967. (BHS)**
- Bell, Peggy Kirk. A Woman's Way to Better Golf. New York: E. P. Dutton Company, 1966. (BSC)
- Berg, Patricia Jane. Golf Illustrated. New York: A. S. Barnes, 1950. (BSC)
- Boomer, Percy. On Learning Golf. New York: Knopf, 1961.
(BHS)
- Bowling, Maurina. Tested Ways of Teaching Golf Classes. Dubuque, Iowa: W. C. Brown Company, 1964. (BSC)
- Cochran, Alastair. The Search for the Perfect Swing. Philadelphia: J. B. Lippincott Company, 1968. (BSC)
- Editors of "Golf Magazine." Encyclopedia of Golf. New York: Harper and Row, 1970. (BHS)
- _____. Pro Pointers and Stroke Savers. New York: Harper and Row, 1960. (BHS)
- Evans, Webster. Encyclopedia of Golf. New York: St. Martin's Press, 1971. (BSC)
- Graffis, Herbert Butler. Esquire's World of Golf. New York: Esquire, Inc., (Distributed by Trident Press), 1965. (BSC)
- Hase, Gerald, and Irwin Rosenstein. Modern Physical Education. New York: Holt, Rinehart and Winston, Inc., 1972. (BHS)
- Nance, Virginia Lindblad, and Elwood Craig Davis. Golf. Dubuque, Iowa: W. C. Brown Company, 1966. (BSC)

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- Nicklaus, Jack. Greatest Game of All: My Life in Golf. New York: Simon and Schuster, 1969. (BHS)*
- _____. My 55 Ways to Lower Your Golf Score. New York: Simon and Schuster, 1964. (BSC)**
- Noval, Joe. How To Put Power and Direction In Your Golf. New York: Prentice-Hall Company, 1954. (BSC)
- Palmer, Arnold. My Game and Yours. New York: Simon and Schuster, 1965. (BSC)
- _____. Situation Golf. New York: McCall Publishing Company, 1970. (BHS)
- Plimpton, George. The Bogey Man. New York: Harper and Row, 1968. (BHS)
- Price, Charles. Sports Illustrated Golf. Philadelphia: J. B. Lippincott, 1972. (BHS)
- Ramsey, Lon W. Secrets of Winning Golf Matches. New York: Pilot Industries, 1960. (BSC)
- Sarazan, Gene. Better Golf After Fifty. New York: Harper and Row, 1967. (BSC)
- Scott, Tom. Golf With the Experts. New York: A. S. Barnes, 1960. (BSC)
- Snead, Sam. The Education of a Golfer. New York: Simon and Schuster, 1962. (BHS)
- Suggs, Louise. Golf for Women. Garden City, N. Y.: Doubleday and Company, 1960. (BSC)
- Tripp, William H. The Geometry of Golf. New York: Vantage Press, 1960. (BSC)
- Turnesa, Jim. 12 Lessons to Better Golf. New York: Prentice-Hall Company, 1953. (BSC)
- Williams, Dave. How To Coach and Play Championship Golf. Englewood Cliffs, N. J.: Prentice-Hall Company, 1962. (BSC)
- Wind, Herbert Warren. The Complete Golfer. New York: Simon and Schuster, 1954. (BSC)

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**Bloomsburg High School Library

Audio-Visual

Athletic Institute Series. Filmstrip with Record and Guide.
1965. (BSC)*

The Game
Courtesy and Etiquette of Golf
Building Control Into Your Swing
Get Set To Swing
Getting On the Green

Ealing Series, 8mm Super Loops, Silent, Color, 1971 (BSC)

Types of Golf (2 min., 20 sec.)
Stance and Address (2 min.)
The Full Swing (2 min., 50 sec.)
Swinging With Different Clubs (3 min., 40 sec.)
Putting (2 min., 10 sec.)
Pitching and Chipping (2 min., 10 sec.)
Trouble Shots (3 min., 40 sec.)

National Golf Foundation Series. 16mm, Sound, Color, 1967.
(BSC)

Welcome to Golf (13 min.)
Building Your Swing (27 min.)
Putting (10 min.)
Pitching and Sand Shots (12 min.)

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Activity Contract--Gymnastics

Grading

The student determines her grade by accumulating points for (1) conscientious participation and/or skill competency, (2) score received on a written test, and (3) independent projects. A total of 160 points is needed to earn the letter-grade "A"; 145 to 159 points to earn the letter-grade "B"; 130 to 144 points to earn the letter-grade "C"; and 115 to 129 points to earn the letter-grade "D."

Participation and/or skill competency (up to 100 points). The student agrees to participate in fifteen instructional classes during the quarter. Scheduled classes missed may be made up in a manner approved by the instructor. Each class has a point value of five. A maximum of seventy-five points may be earned by participation. The student is obligated to select one specific gymnastic activity and prepare a routine suitable for competition. The activities include tumbling, free exercise, uneven parallel bars, balance beam, vaulting, rings, and trampoline. The student may earn up to twenty-five points in the following way:

Activity Contract--Gymnastics 2

Skill competency. The student will be evaluated on the performance of her routine as stated above. Qualities to be considered are (1) conformance with rules applicable to the activity, (2) originality, (3) form, and (4) difficulty.

Written test (up to 50 points). A written test will be administered during the first class period of the sixth cycle. The test will be based upon information presented in class and upon information contained in Modern Physical Education by Hase and Rosenstein, Chapter 12, pages 153 to 169. This book is on reserve in the school library. Points for the written test are earned as follows: a test grade of 90 to 100% earns 50 points; 80 to 89% earns 40 points; 70 to 79% earns 30 points; 60 to 69% earns 20 points; and 50 to 59% earns 10 points. All make up tests must be scheduled during the sixth cycle.

Independent projects (up to 50 points). Independent projects are to be submitted on paper 8½" x 11", folded lengthwise and identified on the outside with one's name, course, and independent project number. Failure to do so results in one demerit. All independent projects must contain references listed in accordance with the recommendations of our English department. Failure to do so results in two demerits. Upon request, projects will be returned for appropriate corrections. Cut off date for submitting projects

is the last day of the fifth cycle. Suggested independent projects and their point values follow:

1. Submit ten factual statements about the development of gymnastics in general or about the specific activity one has chosen. (5 points, in general; 10 points for specific activity)

2. Submit a glossary of twenty terms used specifically in gymnastics. (5 points)

3. Submit a review of a technical article about gymnastics, i.e., prevention and care of blisters on the hands. (10 points)

4. Submit a review of a current magazine article about gymnastics.

5. Prepare and post a bulletin board display about gymnastics. Secure approval of the instructor before posting project. (10 points)

6. Submit a summary of local, state, national, and international competition in gymnastics. (10 points)

7. Submit a list of safety procedures to follow when working on gymnastics. This is not intended to mean specific spotting techniques, but safety in general. (10 points)

8. Submit a list of courtesies to be observed when taking part in gymnastic activities, both as a participant and as a spectator. (10 points)

Activity Contract--Gymnastics 4

9. If one has pre-approval, submit evidence of having taken part in gymnastic practice other than on class time. Forms are available from the instructor. (10 points per hour)

10. Contact the instructor about one's own ideas for projects and follow them through if given approval. (10 to 25 points)

11. View the loop films that pertain to selected apparatus. (5 points per loop)

12. Participate in a gymnastic meet. (50 points)

13. Submit a summary of the gymnastic events that take place in the Olympics. Include the name of the event, the first three medal winners and the countries they represented. (10 points)

GYMNASTIC REFERENCE MATERIAL

Books

- Babbitt, Diane H., and Warner Haas. Gymnastic Apparatus Exercises for Girls. New York: The Ronald Press Company, 1964. (BSC)*
- Bode, Rudolf. Expression Gymnastics. New York: A. S. Barnes, and Company, 1931. (BSC)
- Brown, Margaret C., and Betty K. Sommer. Movement Education: It's Evolution and a Modern Approach. Reading, Mass.: Addison Wesley, 1969. (BSC)
- Burns, Ted. Tumbling Techniques. New York: The Ronald Press Company, 1957. (BHS)**
- Cameron, William McDonald, and Peggy Pleasance. Education in Movement: School Gymnastics. Oxford, England: Blackwell Press, 1967. (BSC)
- Carter, Ernestine Russell. Gymnastics for Girls and Women. Englewood Cliffs, N.J.: Prentice Hall Company, 1969. (BSC)
- Cooper, Phyllis. Feminine Gymnastics. Minneapolis: Burgess Publishing Company, 1968. (BSC)
- Drehman, Vera L. Head Over Heels: Gymnastics for Children. New York: Harper and Row, 1967. (BSC)
- Drury, Blanche Jessen, and Andrea Budd Molnar. Gymnastics for Women. Palo Alto, Calif.: National Press, 1965. (BSC)
- Frederick, A. Bruce. Women's Gymnastics. Dubuque, Iowa: W. C. Brown Company, 1966. (BSC)
- Hawley, Gertrude. The Kinesiology of Corrective Exercise. Philadelphia: Lea and Febiger, 1937. (BSC)
- Hughes, Eric Lester. Gymnastics for Girls: A Competitive Approach for Teacher and Coach. New York: The Ronald Press Company, 1963. (BSC)

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Loken, Newton C., and Robert J. Willoghby. The Complete Book of Gymnastics. Englewood Cliffs, N. J.: Prentice-Hall Company, 1959. (BSC)*

Mossdrop, Alfreda, and Hemen Hardenbergh. Descriptive Analysis of Selected Apparatus Events for Girls and Women. Minneapolis: Burgess Publishing Company, 1952. (BSC)

National Collegiate Athletic Association. The Official Gymnastic Rules. Phoenix: College Athletics Publishing Services, 1965. (BSC)

O'Quinn, Garland. Gymnastics for Elementary School Children. Dubuque, Iowa: W. C. Brown Company, 1967. (BSC)

Pallett, G. Doreen. Modern Educational Gymnastics. Oxford, N. Y.: Pergamon Press, 1965. (BSC)

Ruff, Wesley K. Gymnastics: Beginner to Competitor. Dubuque, Iowa: W. C. Brown Company, 1959. (BSC)

Shelly, Kathleen. Floor Exercises and Vaulting. Chicago: Athletic Institute, 1973. (BSC)

Skarstrom, William. Gymnastic Teaching. Springfield, Mass: American Physical Education Association, 1921. (BSC)

Stecher, W. A. Gymnastics: A Textbook of the German-American System of Gymnastics. Boston: Lee, 1895. (BSC)

Sumption, Dorothy. Fundamental Danish Gymnastics for Women. New York: A. S. Barnes, 1929. (BSC)

Suponer, Michael. Olga Korbut: A Biographical Portrait. Garden City, N. Y.: Doubleday and Company, 1975. (BHS)

Szabo, Laszlo. Illustrated Physical Education Through Gymnastics. Sydney, Australia: Angus and Robertson, 1966. (BSC)*

*Bloomsburg State College Library

**Bloomsburg High School Library

Activity Contract--Jogging/

Physical Conditioning

Grading

The student determines her grade by accumulating points for (1) conscientious participation and/or skill competency, (2) score received on a written test, and (3) independent projects. A total of 160 points is needed to earn the letter-grade "A"; 145 to 159 points to earn the letter-grade "B"; 130 to 144 points to earn the letter-grade "C"; and 115 to 129 points to earn the letter-grade "D".

Participation and/or skill competency (up to 100 points). JOGGING. The student agrees to participate in a daily jogging program, running a minimum of one mile each school day. Each session has a point value of two. During bad weather, one may run in the gymnasium. Twenty-five laps equals one mile.

PHYSICAL CONDITIONING. The student agrees to participate in the conditioning program every other school day. The program consists of a series of exercises, jogging, and recovery periods. A copy of the program is posted on the physical education bulletin board. One's own personal copy is available from the instructor. Each session has a point value of four.

Activity Contract--Jogging/Physical Conditioning 2

In both activities, sessions missed may be made up in a manner approved by the instructor. A maximum of 84 points may be earned by participation. Additional points may be earned in the following way:

Skill competency. Once every two cycles the student will be timed while running the mile. Five points are earned for a time of seven or eight minutes for joggers, eight or nine minutes for physical conditioners; ten points for a time under seven minutes for joggers and under eight minutes for physical conditioners.

Written test (up to 50 points). A written test will be administered during the first class period of the sixth cycle. The test will be based upon information contained in Modern Physical Education by Hase and Rosenstein, Chapter 2, pages 13 to 23; and information contained in The New Aerobics by Kenneth Cooper, Chapter 9, pages 128 to 146. Both books are on reserve in the library. Points for the written test are earned as follows: a test grade of 90 to 100% earns 50 points; 80 to 89% earns 40 points; 70 to 79% earns 30 points; 60 to 69% earns 20 points; 50 to 59% earns 10 points. All make up tests must be scheduled during the sixth cycle.

Independent projects (up to 50 points). Independent projects are to be submitted on paper 8½" x 11", folded lengthwise and identified on the outside with one's name,

Activity Contract--Jogging/Physical Conditioning 3

course, and independent project number. Failure to do so results in one demerit. All independent projects must contain references listed in accordance with the recommendations of our English department. Failure to do so results in two demerits. Upon request, projects will be returned for appropriate corrections. Cut off date for submitting projects is the last day of the fifth cycle. Suggested independent projects and their point values follow:

1. Submit ten factual statements about aerobic and anerobic activity. (10 points)
2. Prepare a glossary of twenty terms used specifically in physical conditioning and jogging programs. (10 points)
3. Review a technical article about conditioning or jogging. (10 points)
4. Review a current magazine article about conditioning or jogging. (10 points)
5. Prepare a bulletin board display about conditioning or jogging. Secure approval of the instructor before posting project. (10 points)
6. Investigate and submit a report about the development of the President's Council on Fitness and Sports. (20 points)
7. Submit a report about conditioning and pregnancy. See Chapter 9, The New Aerobics by Dr. Cooper. (10 points)

Activity Contract--Jogging/Physical Conditioning 4

8. After meeting the skill competency requirements, run the mile in less than seven minutes (for joggers) and less than eight minutes (for conditioners). (10 points)

Run the mile in seven or eight minutes (for joggers) and eight or nine minutes (for conditioners). (5 points)

If the mile is run indoors, add one minute to each time requirement.

9. If one has pre-approval, submit times for jogging during the weekend or vacation periods; or for execution of the conditioning program. (5 points each)

10. Contact the instructor about one's own ideas for projects, and follow them through if given approval. (10 to 25 points)

11. Over a period of 120 days or less, complete the following requirements for the Presidential Sports Award:*

- a. Jog a minimum of 125 miles.
- b. No more than two and one-half miles in any one day may be credited to the total.

12. Contact the National Jogging Association, 1910 K Street, NW, Suite 202, Washington D. C., 20006, for information relative to the activities of the program.

*"Qualifying Standards", Presidential Sports Award, P. O. Box 1412, Annex Station, Providence, R. I., 02904.

Activity Contract--Jogging/Physical Conditioning 5
JOGGING/PHYSICAL CONDITIONING REFERENCE MATERIAL

Books

- AAHPER. Youth Fitness Project. Washington, D. C.: American Association for Health, Physical Education and Recreation, 1975. (BHS)*
- American College of Sports Medicine. Physiological Aspects of Sports and Physical Fitness. Chicago: Athletic Institute, 1968. (BSC)**
- Barr, Jare, and Robert Joseph Antonacci. Physical Fitness for Young Champions. New York: Whittlesey House, 1962. (BSC)
- Bender, Jay Allen, and Edward J. Shea. Physical Fitness, Tests and Exercises. New York: The Ronald Press Company, 1964. (BSC)
- Casaby, Donald Rex. Handbook of Physical Fitness Activities. New York: The MacMillan Company, 1965. (BSC)
- Cassidy, Rosalind Frances, and Hilda Kozman. Physical Fitness for Girls. New York: A. S. Barnes and Company, Inc., 1943. (BSC)
- _____. Colloquium on Exercise and Fitness. Chicago: Athletic Institute, 1960. (BHS)
- Cooper, Dr. Kenneth H. The New Aerobics. New York: Bantam Books, Inc., 1970. (PEO)***
- Duggan, Anne Schley, and others. Conditioning Exercises for Girls and Women. New York: The Ronald Press Company, 1945. (PEO)
- Falls, Harold B., and others. Foundations of Conditioning. New York: Academic Press, 1970. (BSC)

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Activity Contract--Jogging/Physical Conditioning 6

Hase, Gerald, and Irwin Rosenstein. Modern Physical Education.
Holt, Rinehart and Winston, Inc., 1972. (BHS)*

_____. Health and Fitness in the Modern World. A
Collection of Papers. Chicago: Athletic Institute,
1961. (PEO)**

Hillcourt, William. Physical Fitness for Girls. New York:
Golden Press, 1967. (BSC)*

Peebler, Jack R. Controlled Exercises for Physical Fitness.
Springfield, Ill.: Thomas Publishers, 1972. (BSC)

Prudden, Bonnie. How To Keep Slender and Fit After Thirty.
New York: Random House, 1961. (PEO)

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Activity Contract--Modern Dance

Grading

The student determines her grade by accumulating points for (1) conscientious participation and/or skill competency, (2) score received on a written test, and (3) independent projects. A total of 160 points is needed to earn the letter-grade "A"; 145 to 159 points to earn the letter-grade "B"; 130 to 144 points to earn the letter-grade "C"; and 115 to 129 points to earn the letter-grade "D".

Participation and/or skill competency (up to 100 points). The student agrees to participate in fifteen instructional classes during the quarter. Scheduled classes missed may be made up in a manner approved by the instructor. Each class has a point value of six. A maximum of ninety points may be earned by participation. The student may earn up to ten points through skill competency in the following way:

Skill competency. Compose a two minute routine using: (choose one)

1. a floor pattern of only straight lines. All body movements will be of straight lines in appearance (angular). Concentrate especially on interesting patterns of interrelationships of people as they move among each other.

2. consisting of two parts, A and B. The theme for A is circles in floor pattern, movement and hip position. The theme for B is alternate ABAB. Include percussive movements.
3. mostly percussive movements both while moving and standing. The routine should have two repeating parts, A and B.
4. contrast and level as the primary concern. Try to have each person use at least three different levels. The routine should have a steady mood or quality.
5. a floor pattern of straight lines. Focus eyes on a place, then move to the place. Start as many moves as possible with a small part of the body, then follow with the entire body. Provide for turns and leaps.

Written test (up to 50 points). A written test will be administered during the first class period of the sixth cycle. The test will be based upon information presented in class and upon information contained in Modern Physical Education by Hase and Rosenstein, Chapter 16, pages 207 and 217. The book is on reserve in the school library. Points for the written test are earned as follows: a test grade of 90 to 100% earns 50 points; 80 to 89% earns 40 points; 70 to 79% earns 30 points; 60 to 68% earns 20 points; and 50 to 59% earns 10 points. All make up tests must be scheduled during the sixth cycle.

Independent projects (up to 50 points). Independent projects are to be submitted on paper 8½" x 11", folded lengthwise and identified on the outside with your name,

course, and independent project number. Failure to do so results in one demerit. All independent projects must contain references listed in accordance with the recommendations of our English department. Failure to do so results in two demerits. Upon request, projects will be returned for appropriate corrections. Cut off date for submitting projects is the last day of the fifth cycle. Suggested independent projects and their point values follow:

1. Submit ten factual statements about the history or the development of modern dance. (5 points)
2. Submit a glossary of twenty terms used specifically in modern dance. (5 points)
3. Submit a review of a technical article about dance, i.e., compare the styles of dance by time periods. (10 points)
4. Submit a review of a current magazine article about modern dance. (10 points)
5. Prepare and post a bulletin board display about modern dance. Secure approval of the instructor before posting the project. (10 points)
6. Identify the following contributors to the development of modern dance with two factual statements about their specific contributions: Isadora Duncan, Mary Wigman, Ruth St. Dennis, Ted Shawn, Martha Graham, Charles Weidman, Doris Humphrey, Hanya Holm, and Jose Limon. (10 points)

Activity Contract--Modern Dance 4

7. Submit evidence of having participated in the school musical dance number(s) or in any other dance recital. (10 points)

8. Submit a review of a dance program that one has attended, or if one has pre-approval, of a specific television program of dance. (10 points)

9. Compose and present one's own one minute dance using a nursery rhyme or advertising jingle as your music. (10 to 20 points)

10. Contact the instructor about one's own ideas for independent projects and follow them through if given approval. (10 to 25 points)

11. Develop additional dance numbers using requirements cited under skill competency. (10 points)

MODERN DANCE REFERENCE MATERIAL

Books

- Anderson, Jack. Dance. New York: Newsweek Books, Inc. 1974. (BHS)*
- DeMille, Agnes. The Book of the Dance. New York: Golden Press, 1963. (BSC)**
- Dougherty, M. Frances. "Dance", Physical Education for High School Seniors. Washington: American Association for Health, Physical Education and Recreation, 1970. (BHS)
- Fiedel, Roslyn. Wild Flowers. Boston: Houghton-Mifflin Company, 1972. (BSC)
- Graham, Martha. The Notebooks of Martha Graham. New York: Harcourt, Brace and Company, 1973. (BSC)
- Hayes, Elizabeth R. An Introduction to the Teaching of Dance. New York: The Ronald Press Company, 1964. (BSC)
- Lockhart, Aileen Simpson. Modern Dance: Building and Teaching Lessons. Dubuque, Iowa: W. C. Brown Company, 1966. (BSC)
- Martin, John Joseph. America Dancing. New York: Dodge Publishing Company, 1936. (BSC)
- _____. The Modern Dance. New York: A. S. Barnes and Company, Inc., 1933. (BSC)
- Maynard, Olga. American Modern Dancers: The Pioneers. Boston: Little, Brown and Company, 1965. (BSC)
- O'Donnell, Mary Patricia. Notes for Modern Dance. New York: A. S. Barnes and Company, Inc., 1937. (BSC)
- Rodgers, Frederick Rand. Dance: A Basic Educational Technique. New York: The Macmillan Company, 1941. (BSC)
- Sorell, Walter. The Dance Through the Ages. New York: Grosset and Dunlap, 1967. (BSC)
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Turner, Margery J. Modern Dance for High School and College.
Englewood Cliffs, N. J.: Prentice-Hall Company, 1957.
(BSC)*

Woody, Regina J. Young Dancer's Career Book. New York:
E. P. Dutton Company, 1958. (BHS)**

Wooten, Bettie Jane. Focus on Dance. Washington, D. C.:
American Association for Health, Physical Education
and Recreation, 1962. (BSC)

Audio-Visual

Bailey Films. 16mm, Sound, Color, 1965. (BSC)

ABC of Composition (12 min.)

Technique in Sequential Form (12 min.)

Thorne Films. 16mm, Sound, Color, 1965. (BSC)

Modern Dance Composition (12 min.)

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Activity Contract--Physical Education Intern

There are two classifications of physical education intern:

1.- Full year internship. The student is scheduled for daily physical education class during which time she assists the teacher. She receives a full credit for her efforts. In addition, she must also participate in one of the quarter activities.

2. One quarter internship. The student is scheduled for daily physical education classes for just one quarter. The credit allocation is the same as for any other physical education quarter activity.

Grading

The student determines her grade by accumulating points for (1) conscientious participation and/or execution of assigned tasks, (2) taking a written test relative to any of the activities with which she is assisting, and (3) submitting independent projects. A total of 160 points is needed to earn the letter-grade "A"; 145 to 159 points to earn the letter-grade "B"; 130 to 144 points to earn the letter-grade "C"; and 115 to 129 points to earn the letter-grade "D".

Activity Contract--Physical Education Intern 2

Participation and/or tasks (up to 100 points). The student is obligated to participate in one pre-school meeting per week when specific duties will be explained and assigned. Such duties include taking roll call, developing and leading warm up activities, supervising activity drills, assisting in the administration of skill tests, issuing and collecting equipment.

A pass/fail written test will be administered during the first class of the third cycle. The test will be an open book test based upon the rules of an activity with which one has assisted. Rule books are available for one's use in the physical education office and on reserve in the library.

Written test (up to 50 points). A written test will be administered during the last cycle of each quarter. The test will be based upon the rules and the officiating techniques contained in the current DGWS Guide Book for the sport of your choosing. A grade of 90 to 100% earns 50 points; 80 to 89% earns 40 points; 70 to 79% earns 30 points; 60 to 69% earns 20 points; and 50 to 59% earns 10 points.

Independent projects (up to 50 points). Independent projects are to be submitted on paper 8½" x 11", folded lengthwise and identified on the outside with one's name, course, and independent project number. Failure to do so results in one demerit. All independent projects must contain references listed in accordance with the recommendations of

our English department. Failure to do so results in two demerits. Upon request, projects will be returned for appropriate corrections. Cut-off date for submitting projects is the last day of the fifth cycle. Suggested independent projects and their point values follow:

1. Assist with correcting written tests. (5 points)
2. Assume the responsibility of locker room clean-up following the school day for one week. Examples: pick up items for lost and found; lock lockers; replace misplaced locks. This does not include work ordinarily assumed by the custodians. (10 points)
3. Prepare and post a bulletin board display featuring a current activity. (10 points)
4. Assume the responsibility of caring for and repairing equipment under the direct supervision of the instructor. (10 points)
5. Assist with implementing the intramural program, i.e., post announcements, record scores, check attendance, keep score, secure and/or officiate games, issue and collect equipment. (15 points)
6. Prepare for and take the DGWS officiating examination, both written and practical, for the sport of your choice. (20 points)
7. Contact the teacher about one's own ideas for independent projects and follow them through if given approval. (10 to 20 points)

Activity Contract--Physical Education Intern 4

8. Submit for approval of the instructor an article for either the school or local newspaper. (10 points)

9. Assist with the organization and/or execution of a sports day. (10 to 25 points)

Activity Contract--Recreational Games

Grading

The student determines her grade by accumulating points for (1) conscientious participation and/or skill competency, (2) score received on a written test, and (3) independent projects. A total of 160 points is needed to earn the letter-grade "A"; 145 to 159 points to earn the letter-grade "B"; 130 to 144 points to earn the letter-grade "C"; and 115 to 129 points to earn the letter-grade "D".

Participation and/or skill competency (up to 100 points). The student agrees to participate in fifteen instructional classes during the quarter. Scheduled classes missed may be made up in a manner approved by the instructor. Each class has a point value of five. A maximum of seventy-five points may be earned by participation. The first three class periods will be devoted to instruction in each of the three activities: ping pong; paddle tennis; and shuffleboard. Following the instruction, intraclass tournaments will be set up and played off during class time.

The student may earn up to twenty-five points in the following manner:

Activity Contract--Recreational Games 2

Mini-games. Mini-games will consist of a pre-determined number of points for each activity, dependent upon the size of the class and the amount of playing time available. Two points are earned for each mini-game won. A maximum of twenty-six points may be earned in this manner. There is no limit to the number of games played after the tournaments are completed.

Written test (up to 50 points). A written test will be administered during your first class period of the sixth cycle. The test will be based upon information presented in class and upon information contained in the study sheets provided for each activity. Points for the written test are as follows: 90 to 100% earns 50 points; 80 to 89% earns 40 points; 70 to 79% earns 30 points; 60 to 69% earns 20 points; and 50 to 59% earns 10 points. All make up tests must be scheduled during the sixth cycle.

Independent projects (up to 50 points). Independent projects are to be submitted on paper 8½" x 11", folded lengthwise and identified on the outside with one's name, course, and independent project number. Failure to do so results in one demerit. All independent projects must contain references listed in accordance with the recommendations of our English department. Failure to do so results in two demerits. Upon request, projects will be returned for appropriate corrections. Cut off date for submitting

Activity Contract--Recreational Games 3

projects is the last day of the fifth cycle. Suggested independent projects and their point values follow:

1. Submit ten factual statements about the history of one or all of the activities. (5 points)
2. Submit a glossary of ten terms used specifically in each of the three activities. (15 points)
3. Submit a review of a technical article about any of the three activities. (10 points)
4. Submit a review of a current magazine article about any of the three activities. (10 points)
5. Prepare and post a bulletin board display about recreational games. Secure approval of the instructor before posting project. (10 points)
6. Submit a summary of local, state, national, and international competition about any of the three activities. (10 points)
7. With the assistance of the instructor, set up and conduct an intramural tournament in any of the three activities. (15 points)
8. Submit a list of courtesies to be observed when participating in any or all of the three activities. (10 points)
9. Take part in an intramural program involving one or all of the three activities; or make arrangements with the instructor to play off matches (best of three) other than on school time. Three points are earned for each game played

Activity Contract--Recreational Games 4

with an additional two points for each game won. If a tournament can be organized, an extra five points will be awarded to the tournament winner. There is no limit to the number of points earned in this manner, up to 50. (3 to 50 points)

10. Contact the instructor about one's own ideas for independent projects and follow them through if given approval. (10 to 25 points)

11. Research and submit a report of the cost of equipment used to the play the three activities, as well as hints for the care of the equipment. (10 points)

12. With the approval of the teacher, prepare visual aids that will be helpful in teaching any one of the three activities. (10 points)

13. Over a period of 120 days or less, complete the following requirements for the Presidential Sports Award:*

- a. Play table tennis a minimum of 50 hours.
- b. At least 20 of the 50 hours must be in organized league or tournament play.
- c. No more than one (1) hour in any one day may be credited to the total.

*"Qualifying Standards", Presidential Sports Award,
P. O. Box 1412, Annex Station, Providence, R. I., 02904.

Recreational Games Reference Material

Books

- AAHPER. Recreational Games and Sports. Washington, D. C.: American Association for Health, Physical Education and Recreation, 1963. (BSC)*
- Carrington, Jack. Modern Table Tennis. Philadelphia: David McKay Company, 1939. (BHS)**
- Dulles, Roster Rhea. America Learns to Play: A History of Popular Recreation. New York: D. Appleton-Century Company, Inc., 1940. (BSC)
- Kraus, Richard G. Recreation and Leisure in Modern Society. New York: Appleton-Century-Crofts, 1971. (BSC)
- _____. Recreation Today. New York: Appleton-Century-Crofts, 1966. (BSC)
- Miles, Dick. The Game of Table Tennis. Philadelphia: J. B. Lippencott, 1968. (BHS)
- Mulac, Margaret Elizabeth. Family Fun and Activities. New York: Harper, Harcourt, Brace and Company, 1958. (BSC)
- Sullivan, George. Better Table Tennis for Boys and Girls. New York: Dodd Mead and Company, 1972. (BHS)
- Varner, Margaret, and J. Rufford Harrison. Table Tennis. Dubuque, Iowa: W. C. Brown, Company, 1967. (BHS)

Audio-Visual

Athletic Institute Series. Film Strip with Record and Guide. (BSC)

Table Tennis: The Fundamentals
Table Tennis: Competitive Play

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Activity Contract--Riding

Grading

The student determines her grade by accumulating points for (1) conscientious participation and/or skill competency, (2) score received on a written test, and (3) independent projects. A total of 160 points is needed to earn the letter-grade "A"; 145 to 159 points to earn the letter-grade "B"; 130 to 144 points to earn the letter-grade "C"; and 115 to 129 points to earn the letter-grade "D".

Participation and/or skill competency (up to 100 points). The student agrees to participate in eight instructional riding classes during the quarter. The student agrees to submit a short summary of each lesson the following school day. The cost of the instruction and making arrangements for the instruction are the responsibility of the student entering into this contract. Classes missed may be made up in a manner approved by the instructor. Each class has a point value of 12.5. A maximum of 100 points may be earned by participation.

Written test (up to 50 points). A written test will be administered during the sixth cycle at a time convenient

to the student. The test will be based upon information contained in the first three chapters of The Rider's Bible, on reserve in the school library. Points for the written test are earned as follows: a test grade of 90 to 100% earns 50 points; 80 to 89% earns 40 points; 70 to 79% earns 30 points; 60 to 69% earns 20 points; and 50 to 59% earns 10 points. All make up tests must be scheduled during the sixth cycle.

Independent projects (up to 50 points). Independent projects are to be submitted on paper 8½" x 11¼, folded lengthwise and identified on the outside with one's name, course, and independent project number. Failure to do so results in one demerit. All independent projects must contain references listed in accordance with the recommendations of our English department. Failure to do so results in two demerits. Upon request, projects will be returned for appropriate corrections. Cut off date for submitting projects is the last day of the fifth cycle. A list of suggested projects and their point values follow:

1. Submit ten factual statements about the development of riding as a recreational activity. (5 points)
2. Submit a glossary of twenty terms used specifically in riding activities. (5 points)
3. Submit a review of a technical article about the different styles of riding, i.e., English, Western. (5 points)

Activity Contract--Riding 3

4. Submit a review of a current magazine article about riding. (10 points)
5. Prepare a bulletin board about riding. Secure approval from the instructor before posting project. (10 points)
6. Submit a summary of the riding events that are included in the local riding round-ups. (10 points)
7. Submit a report about safety procedures to follow when riding in a ring or on the trail. (5 points)
8. Submit a report of the courtesies to be observed when riding in a ring or on the trail. (5 points)
9. If one has pre-approval, submit evidence of additional riding practice. (10 points per hour)
10. Contact the instructor about one's own ideas for independent projects and follow them through if given approval. (10 to 25 points)
11. Research and submit a report about the costs of purchasing and maintaining different types of horses. (10 points)
12. Submit a summary of the different riding events that take place in the Olympics. Include the first three place winners for each event and the countries they represented. (10 points)
13. Submit two factual statements about each of the following breeds of horses: Appaloosa, Arabian, Morgan, Quarter Horse, Palamino, Tennessee Walker, Shetland, and Peruvian. (10 points)

14. Submit a list of the tackle used in riding.

Include the cost and information about the proper care of said equipment. (10 points)

15. Over a period of 120 days or less, complete the following requirements for the Presidential Sports Award:*

- a. Ride horseback a minimum of 50 hours.
- b. No more than one (1) hour in any one day may be credited to total.

*"Qualifying Standards", Presidential Sports Award,
P. O. Box 1412, Annex Station, Providence, R. I., 02904.

RIDING REFERENCE MATERIAL

Books

Ainsworth, Dorothy S., and others. Individual Sports for Women. Philadelphia: W. S. Saunders, 1955. (BSC)*

Coggins, Jack. The Horseman's Bible. Garden City, N. Y.: Doubleday and Company, 1966. (PEO)**

Devereaux, Frederick L. Ride Your Pony Right. New York: Dodd, Mead and Company, 1974. (BSC)

Editors of "Sports Illustrated." Sports Illustrated Book on Horseback Riding. Philadelphia: J. B. Lippincott Company, 1960. (BSC)

Gorman, John A. The Western Horse. Danville, Ill.: The Interstate Printers and Publishers, Inc., 1958. (BHS)***

Green, Ben K. Horse Tradin'. New York: Knopf Publishers, 1967. (BHS)

Hope, Tl. Col. C. E. G. The Horse-Lovers Book. Chicago: Henry Regnery Company, 1967. (BHS)

Jacobsen, Patricia, and Marcia Hayes. A Horse Around the House. New York: Crown Publishers, Inc., 1972. (BHS)

Morris, Pamela M. Horses Around the World. New York: Crown Publishers, Inc., 1973. (BHS)

Nordby, Julius Edward. Selecting, Fitting, and Showing Horses. Danville, Ill.: The Interstate Printers and Publishers, Inc., 1963. (BHS)

Prince, Eleanor F., and Gaydell M. Collier. Basic Horsemanship, English and Western. Garden City, N. Y.: Doubleday and Company, 1974. (BHS)

Self, Margaret Cabell. The Complete Book of Horses and Ponies. New York: McGraw-Hill Book Company, Inc., 1962. (BHS)

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**Physical Education Office

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Periodicals

Assorted issues of the following magazines are available in the physical education office:

California Rodeo

Horse and Horseman

Horseman, The Magazine of Western Riding

Horse Lover's

Activity Contract--Self Defense

Grading

The student determines her grade by accumulating points for (1) conscientious participation and/or skill competency, (2) score received on a written test, and (3) independent projects. A total of 160 points is needed to earn the letter-grade "A"; 145 to 159 points to earn the letter-grade "B"; 130 to 144 points to earn the letter-grade "C"; and 115 to 129 points to earn the letter-grade "D".

Participation and/or skill competency (up to 100 points). The student agrees to participate in eight instructional classes of 90 minute duration during the quarter. Classes will be held from 7:00 until 8:30 on Wednesday evenings. Scheduled classes missed may be made up in a manner approved by the instructor. Each class has a point value of twelve and one-half. A maximum of 100 points may be earned by participation.

Written test (up to 50 points). A written test will be administered the first half of the seventh class meeting. The test will be based upon information presented in class and information contained in Practical Karate for Women, on reserve in the school library. Points for the written

Activity Contract--Self Defense 2

test are as follows: 90 to 100% earns 50 points; 80 to 89% earns 40 points; 70 to 79% earns 30 points; 60 to 69% earns 20 points; 50 to 59% earns 10 points. All make up tests must be scheduled on school time during the first three days of the seventh cycle.

Independent projects (up to 50 points). Independent projects are to be submitted on paper 8½" x 11", folded lengthwise and identified on the outside with one's name, course, and independent project number. Failure to do so results in one demerit. All independent projects must contain references listed in accordance with the recommendations of our English department. Failure to do so results in two demerits. Upon request, projects will be returned for appropriate corrections. Cut off date for submitting projects is the last day of the fifth cycle. Suggested independent projects and their point values follow:

1. Submit ten factual statements about the history or development of one specific type of "self defense" activity. (5 points)
2. Submit a glossary of twenty terms used specifically in the type of activity selected for project #1. (5 points)
3. Submit a review of a technical article about self defense. (10 points)
4. Review a current magazine article about self defense. (10 points)

Activity Contract--Self Defense 3

5. Prepare a bulletin board display about self defense. Secure approval of the instructor before posting project. (10 points)

6. Submit a report of local, state, national, and international competition in self defense activities. (10 points)

7. Submit a summary of safety procedures to follow when taking part in self defense activities. (5 points)

8. Make arrangements with the instructor to practice self defense techniques for an hour, other than class time. (10 points)

9. Contact the instructor about one's own ideas for independent projects and follow them through if given approval. (10 to 25 points)

10. Demonstrate five simple hand and wrist seizures. (10 points)

11. Make arrangements to video tape the above for presentation to students not enrolled in the self defense class. (25 points)

12. Over a period of 120 days or less, complete the following requirements for the Presidential Sports Award in Judo:*

- a. Practice judo skills a minimum of 50 hours.
- b. At least 30 of the 50 hours must be under the supervision of a qualified teacher.
- c. No more than one (1) hour in any one day may be credited to the total.

*"Qualifying Standards", Presidential Sports Award, P. O. Box 1412, Annex Station, Providence, R. I., 02904.

Activity Contract--Self Defense 4

13. Over a period of 120 days or less, complete the following requirements for the Presidential Sports Award in Karate:*

- a. Practice karate skills a minimum of 50 hours.
- b. At least 30 of the 50 hours must be under the supervision of a qualified teacher.
- c. No more than one (1) hour in any one day may be credited to the total.

*"Qualifying Standards", Presidential Sports Award,
P.O. Box 1412, Annex Station, Providence, R. I., 02904.

SELF DEFENSE REFERENCE MATERIAL

Books

Blackman, Honor. Honor Blackman's Book of Self Defense With Joe and Doug Robinson. New York: The Macmillan Company, 1965. (BSC)*

Fitzsimmons, Robert. Physical Culture and Self Defense. Philadelphia: D. Biddle, 1901. (BSC)

Hara, Naraki, and Russell Kozuki. Kempo Self Defense. New York: Sterling Publishing Company, Inc., 1967. (BHS)**

Kelly, Vince. Fell's Guide to Judo for Protection and Self Defense. New York: Frederick Fell, Inc., 1965. (BHS) (BSC)

Kozuki, Russell. Junior Karate. New York: Sterling Publishing Company, Inc., 1973. (BHS)

_____. Karate for Young People. New York: Sterling Publishing Company, Inc., 1974. (BHS)

Lowell, Frederick Paul. Jiu-Jitsu. New York: The Ronald Press Company, 1942. (BHS)

Sylvain, Georges. Defense and Control Tactics. Englewood Cliffs, N. J.: Prentice-Hall Company, 1971. (BSC)

Tegner, Bruce, and Alice McGrath. Self Defense for Girls: A Secondary School and College Manual. Los Angeles: Thor Publishing Company, 1967. (BSC)

*Bloomsburg State College Library

**Bloomsburg High School Library

Activity Contract--Square Dancing

Grading

The student determines her grade by accumulating points for (1) conscientious participation and/or skill competency, (2) score received on a written test, and (3) independent projects. A total of 160 points is needed to earn the letter-grade "A"; 145 to 159 points to earn the letter-grade "B"; 130 to 144 points to earn the letter-grade "C"; and 115 to 129 points to earn the letter-grade "D".

Participation and/or skill competency (up to 100 points). The student agrees to participate in fifteen instructional classes. Scheduled classes missed may be made up in a manner approved by the instructor. Each class has a point value of five. A maximum of seventy-five points may be earned by participation. The student may earn up to twenty-five points in any of the following ways:

1. Execution of call competency. With the appropriate number of persons needed to do so (either two or four) be prepared to demonstrate calls of your own choosing as listed on a 3 x 5 card. One point is earned for each correct demonstration. A maximum of fifteen points may

Activity Contract--Square Dancing 2

be earned in this manner. Suggested calls: honors, do-sa-do, waist swing, couple promenade, arm turn, allemande left, courtesy turn, two ladies chain, do paso, right and left through, promenade flourishes, pass through, frontier whirl, cross trail, wheel around, box the gnat, rollaway half sashay, balance alamo style, half promenade.

2. Calling competency. With the help of the instructor, teach an original square dance or one of one's own choosing. (15 to 20 points)

3. Dance competency. Be prepared to demonstrate as a set, any of the dances learned during class time. A maximum of fifteen points may be earned in this manner. There is a limit of two trials to demonstrate this competency.

Written test (up to 50 points). A written test will be administered during the first class period of the sixth cycle. The test will be based upon information presented in class and information contained in Modern Physical Education by Hase and Rosenstein, Chapter 16, pages 207 to 210. The book is on reserve in the school library. Points for the written test are earned as follows: a test grade of 90 to 100% earns 50 points; 80 to 89% earns 40 points; 70 to 79% earns 30 points; 60 to 69% earns 20 points; and 50 to 59% earns 10 points. All make up tests must be scheduled during the sixth cycle.

Independent projects (up to 50 points). Independent projects are to be submitted on paper 8½" x 11", folded lengthwise and identified on the outside with one's name, course, and independent project number. Failure to do so results in one demerit. All independent projects must contain references listed in accordance with the recommendations of our English department. Failure to do so results in two demerits. Upon request, projects will be returned for appropriate corrections. Cut off date for submitting projects is the last day of the fifth cycle. Suggested independent projects and their point values follow:

1. Submit ten factual statements about the development of square dancing. (5 points)
2. Prepare a glossary of twenty terms used specifically in square dancing. (5 points)
3. Review a technical article about square dancing. American Squares, a square dance magazine, is available in the physical education office. (10 points)
4. Review a current magazine article about square dancing. (10 points)
5. Prepare and post a bulletin board display about square dancing. Secure approval of the instructor before posting project. (10 points)
6. Investigate and submit a report of local square dancing activities. (10 points)

Activity Contract--Square Dancing 4

7. Submit a report about the courtesies to be observed when square dancing. (5 points)
8. Contact the American Square Dance Society and submit an outline of their program. (10 points)
9. Contact the instructor about one's own ideas for independent projects. (10 to 25 points)
10. If one has pre-approval, submit a short report about a square dance one has attended. Include the time, place, cost, ages of the groups dancing, some of the basic figures used, and one's general impression of the dance. Would it warrant going back again? (15 points)
11. Make up one's own dance, following accepted square dance patterns, and call it for the class to execute. (10 to 25 points)

SQUARE DANCING REFERENCE MATERIAL

Books

Durlacker, Edwin. Honor Your Partner. New York: Devin
Adair Company, 1961. (BSC)*

Elsom, James Claude. Social Games and Group Dances.
Philadelphia: J. B. Lippincott Company, 1919. (BSC)

Harris, Jane H. Dance Awhile. 4th ed., Minneapolis:
Burgess Publishing Company, 1968. (BHS)**

Kraus, Richard G. Square Dances of Today. New York: A. S.
Barnes and Company, 1950. (BSC)

*Bloomsburg State College Library

**Bloomsburg High School Library

Activity Contract--Tennis I

Grading

The student determines her grade by accumulating points for (1) conscientious participation and/or skill competency, (2) score received on a written test, and (3) independent projects. A total of 160 points is needed to earn the letter-grade "A"; 145 to 159 points to earn the letter-grade "B"; 130 to 144 points to earn the letter-grade "C"; and 115 to 129 points to earn the letter-grade "D".

Participation and/or skill competency (up to 100 points). The student agrees to participate in fifteen instructional classes during the quarter. Scheduled classes missed may be made up in a manner approved by the instructor. Each class has a point value of five. A maximum of seventy-five points may be earned by participation. Please check the physical education bulletin board for the exact location of the class. . . .tennis courts or gymnasium.

The student may earn up to twenty-five points in any of the following ways:

1. Serving competency. Serve four consecutive points using all rules pertaining to the service, e.g., allowing two serves for each point, alternating right and

left service courts, and observing all line regulations. Three points are earned for each successful trial. A maximum of fifteen points may be earned in this manner. There is no limit to the number of attempts one may make in developing this competency.

2. Practice board competency. From behind a restraining line twenty feet from the backboard, play the ball against the board using forehand and/or backhand strokes for ten consecutive legal returns. A legal return is played off one or no bounces and hits the board above the level of the net (indicated by a white line on the practice board). Five points are earned for a successful trial. There is no limit to the number of attempts one may make in developing this competency.

3. Backhand competency. From behind the base line, successfully return at least eight of ten backhand "set-ups." A "set-up" consists of the instructor or student intern throwing the ball to your backhand side. Allowance will be made for ineffectual set-ups. Three points are earned for each successful trial. A maximum of fifteen points may be earned in this manner. There is no limit to the number of attempts one may make in developing this competency.

4. Mini-singles game. A mini game consists of five points played using all the rules of tennis with the following exception: Player A serves two points, Player B serves two points and Player A serves the final point.

Spin one's racket to determine who serves first. Two points are earned for each mini game won. A maximum of twenty-four points may be earned in this manner. There is no limit to the number of games played.

5. Mini-doubles game. A mini-doubles game consists of nine points played using all the rules of tennis with the following exception: each player serves only two points with the first player also serving the ninth point. Spin one's racket to determine who serves first. Four points are earned for each mini-doubles game won. A maximum of twenty-four points may be earned in this manner. There is no limit to the number of games played.

6. Volley competency. From behind a restraining line five feet from the practice board, successfully return five consecutive volleys using a legal return. Three points are earned for each successful trial. A maximum of fifteen points may be earned in this manner. There is no limit to the number of attempts one may make in developing this competency.

Written test (up to 50 points). A written test will be administered during the first class period of the sixth cycle. The test will be based upon information presented in class, information contained in Modern Physical Education by Hase and Rosenstein, Chapter 24, pages 315 to 326, and information contained in the article "Tennis Courtesy" in the DGWS Tennis-Badminton-Squash Guide, 1974-76.

The latter two are both on reserve in the school library. Points for the written test are earned as follows: 90 to 100% earns 50 points; 80 to 89% earns 40 points; 70 to 79% earns 30 points; 60 to 69% earns 20 points; and 50 to 59% earns 10 points. All make up tests must be scheduled during the sixth cycle.

Independent projects (up to 50 points). Independent projects are to be submitted on paper 8½" x 11", folded lengthwise and identified on the outside with one's name, course, and independent project number. Failure to do so results in one demerit. All independent projects must contain references listed in accordance with the recommendations of our English department. Failure to do so results in two demerits. Upon request, projects will be returned for appropriate corrections. Cut off date for submitting projects is the last day of the fifth cycle. Suggested independent projects and their point values follow:

1. Submit ten factual statements about the development of tennis. (5 points)
2. Submit a glossary of twenty terms used specifically in tennis. (5 points)
3. Submit a review of a technical article about tennis, i.e., the grip changes involved in forehand, backhand, and serve. (10 points)

4. Review a current magazine article about tennis. Tennis and World Tennis, both contemporary tennis magazines are available in the physical education office. (10 points)

5. Prepare and post a bulletin board display about tennis. Secure approval of the instructor before posting project. (10 points)

6. Submit a summary of local, state, national, and international tennis competition. (10 points)

7. Submit a list of safety procedures to follow when playing tennis. (5 points)

8. Submit a list of courtesies to be observed when playing tennis. (5 points)

9. If one has pre-approval, submit the scores from matches played other than on class time. (10 points per match)

10. Contact the instructor about one's own ideas for independent projects and follow them through if given approval. (10 to 25 points)

11. Preview the tennis loop films and submit a copy of the captions that appear on each loop. (5 points per loop)

12. Identify the following tennis players with two factual statements about their involvement in tennis:
Chris Evert, Billie Jean King, Evonne Goolagong Cawley, Arthur Ashe, Jimmy Connors, Bjorn Borg, Rod Laver, Pancho Segura, Till Talbert, Tony Trabert. (10 points)

13. Research and submit a report of the cost of purchasing tennis equipment, as well as hints for the care of the equipment. (10 points)

14. Research and submit a report on the different types of surfaces used in playing tennis and the cost of constructing said courts. (10 points)

15. Submit a report of the new method of scoring in professional tennis, known as VASSS. (10 points)

16. Over a period of 120 days or less, complete the following requirements for the Presidential Sports Award:*

- a. Play tennis a minimum of 50 hours.
- b. No more than one and one-half ($1\frac{1}{2}$) hours in any one day may be credited to the total.
- c. Total must include at least 25 sets of singles and/or doubles (tie break rules may apply).

*"Qualifying Standards", Presidential Sports Award, P.O. Box 1412, Annex Station, Providence, R. I., 02904.

TENNIS REFERENCE MATERIAL

Books

AAHPER. Tennis Group Instruction. Washington, D. C.: American Association for Health, Physical Education and Recreation, 1972. (BHS)*

Ainsworth, Dorothy S., and others. Individual Sports for Women. Philadelphia: W. B. Saunders, 1955. (BSC)*

Beasley, Mercer. How To Play Tennis. Garden City, N. Y.: Doubleday, Doran and Company, Inc., 1933. (BSC)

Brent, R. Spencer. Pattern Play Tennis. Garden City, N. Y.: Doubleday and Company, 1974. (BHS)

Hopman, Harry. Better Tennis for Boys and Girls. New York: Dodd, Mead and Company, 1972. (BHS)

Johnson, Joan D., and Paul J. Xanthoe. Tennis. Dubuque, Iowa: W. C. Brown Company, 1967. (BSC)

Jones, Clarence. Tennis: How To Become a Champion. New York: Transatlantic Arts, 1968. (BSC)

Laver, Rod. How To Play Championship Tennis. New York: Macmillan, 1965. (BHS)

Leighton, Harry. Tennis. New York: Sterling Publishing Company, 1962. (BSC)

Mace, Wynn. Tennis Techniques Illustrated. New York: A. S. Barnes, 1952. (BSC)

Marble, Alice. The Road to Wimbledon. New York: C. Scribner's Sons, 1946. (BSC)

Metzler, Paul. Advanced Tennis. New York: Collier Books, 1972. (BSC)

_____. Tennis Styles and Stylists. New York: Macmillan and Company, 1970. (BSC)

*Bloomsburg High School Library

**Bloomsburg State College Library

Paret, Jahiel Parmlly. Lawn Tennis: Its Past, Present, and Future. New York: Macmillan Company, 1904. (BSC)*

Perry, Frederick J. Perry on Tennis. Philadelphia: The John C. Winston Company, 1937. (BSC)

Robertson, Maxwell. The Encyclopedia of Tennis. New York: The Viking Press, 1974. (BSC)

Talbert, William F. The Game of Doubles in Tennis. 3rd ed., Philadelphia: J. B. Lippincott, 1968. (BSC)

_____. Sports Illustrated Tennis. Philadelphia: J. B. Lippincott, 1972. (BHS)**

Trabert, Tony. Winning Tactics for Weekend Tennis. New York: Holt, Rinehart and Winston, Inc., 1972. (BHS)

Trengove, Alan. How To Play Tennis the Professional Way. New York: Simon and Schuster, 1964. (BSC)

U.S.L.T.A. Official Encyclopedia of Tennis. New York: Harper and Row, 1972. (BSC)

Audio-Visual

Athletic Institute Series. Filmstrip with Record and Guide. 1965. (BSC)

Getting Ready To Play
Rules Simplified
The Backhand Drive
The Forehand Drive
The Game
The Service

Ealing Series. 8mm Super Loops, Silent, Color, 1971. (BSC)

Background Ground Strokes (3 min., 40 sec.)
Footwork (3 min., 25 sec.)
Forehand Ground Strokes (3 min., 25 sec.)
Lobs and Smashes (3 min., 25 sec.)
The Serve (3 min., 40 sec.)
Volley and Half-Volleys (3 min., 40 sec.)

*Bloomsburg State College Library

**Bloomsburg High School Library

Activity Contract--Tennis Tournament

Grading

The student determines her grade by accumulating points for (1) conscientious participation and/or skill competency, (2) score received on a written test, and (3) independent projects. A total of 160 points is needed to earn the letter-grade "A"; 145 to 159 points to earn the letter-grade "B"; 130 to 144 points to earn the letter-grade "C"; and 115 to 129 points to earn the letter-grade "D".

Participation and/or skill competency (up to 100 points): A round robin tournament has been set up to accommodate the students who have elected this activity. Each student is scheduled to play each person in one's league. Failure to follow the time stipulation (three matches in two weeks) will result in five demerits. A match consists of the best of three sets and a set is completed when one player has won six games (must win by two). Each player is obligated to record the scores on a recording sheet provided in the locker room. A sample is posted on the locker room bulletin board. Each player is obligated to call her opponent to make arrangements to play off a match at a time convenient for both players. If a suitable

Activity Contract--Tennis Tournament 2

time cannot be arrived at after two attempts, contact the instructor.

Skill competency: One will receive 100 points for this phase of grading if one wins 75% or more of the games; 90 points if one wins 50 to 74% of the games; 85 points if one wins 25 to 49% of the games; and 80 points if one wins less than 25% of the games. Points lost by not winning games may be made up by playing off extra matches with players other than those in one's league.

Written test (up to 50 points). Students electing this activity are required to take an open book test relative to the rules. Make arrangements to take the test during the first three days of the third cycle at a time convenient for you. Familiarity with the lay out of the rule book will be of aid in taking the test, for in addition to making a multiple choice decision (answering the question), one is also required to identify the rule that justifies the decision one has made. One is permitted five trials to make correct decisions with proper rule justification in 90% or more of the questions. Ten points will be deducted from the basic 50 points for each retest. Thus, if one takes the test three times, one earns 30 points. Rule books are on reserve in the library.

Independent projects (up to 50 points). Independent projects are to be submitted on paper 8½" x 11", folded

lengthwise and identified on the outside with one's name, course, and independent project number. Failure to do so results in one demerit. All independent projects must contain references listed in accordance with the recommendations of our English department. Failure to do so results in two demerits. Upon request, projects will be returned for appropriate corrections. Cut off date for submitting projects is the last day of the fifth cycle. Suggested independent projects and their point values follow:

1. Submit scores for matches played with participants in other tournaments. (10 points per match)
2. If one has pre-approval, submit scores for matches played with persons other than those participating in any of the class tournaments. (10 points per match)
3. Attend one of the college tennis matches and keep your own score sheet for one set. Information relative to scoring may be obtained from the DGWS Tennis-Badminton Guide which is on reserve in the library. It will be necessary to draw up one's own score sheet. (10 points)
4. Submit a review of a technical article about tennis. (10 points)
5. Contact the teacher about one's own ideas for independent projects and follow them through if given approval. (10 to 25 points)

Activity Contract--Tennis Tournament 4

6. Over a period of 120 days or less complete the following requirements for the Presidential Sports Award:*

- a. Play tennis a minimum of 50 hours.
- b. No more than one and one-half (1½) hours in any one day may be credited to the total.
- c. Total must include at least 25 sets of singles and/or doubles (tie-break rules may apply).

*"Qualifying Standards", Presidential Sports Award,
P. O. Box 1412, Annex Station, Providence, R. I., 02904.

TENNIS REFERENCE MATERIAL

Books

- AAHPER. Tennis Group Instruction. Washington, D. C.: American Association for Health, Physical Education and Recreation, 1972. (BHS)*
- Ainsworth, Dorothy S., and others. Individual Sports for Women. Philadelphia: W. B. Saunders, 1955. (BSC)**
- Beasley, Mercer. How To Play Tennis. Garden City, N. Y.: Doubleday, Doran and Company, Inc., 1935. (BSC)
- Brent, R. Spencer. Pattern Play Tennis. Garden City, N. Y.: Doubleday and Company, 1974. (BHS)
- Hopman, Harry. Better Tennis for Boys and Girls. New York: Dodd, Mead and Company, 1972. (BHS)
- Johnson, Joan D., and Paul J. Xanthoe. Tennis. Dubuque, Iowa: W. C. Brown Company, 1967. (BSC)
- Jones, Clarence. Tennis: How to Become a Champion. New York: Transatlantic Arts, 1968. (BSC)
- Laver, Rod. How To Play Championship Tennis. New York: Macmillan, 1965. (BHS)
- Leighton, Harry. Tennis. New York: Sterling Publishing Company, 1962. (BSC)
- Mace, Wynn. Tennis Techniques Illustrated. New York: A. S. Barnes, 1952. (BSC)
- Marble, Alice. The Road to Wimbledon. New York: C. Scribner's Sons, 1946. (BSC)
- Metzler, Paul. Advanced Tennis. New York: Collier Books, 1972. (BSC)
- _____. Tennis Styles and Stylists. New York: Macmillan and Company, 1970. (BSC)

*Bloomsburg High School Library

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Activity Contract--Tennis Tournament 6

- Paret, Jahiel Parmly. Lawn Tennis: Its Past, Present and Future. New York: Macmillan Company, 1904. (BSC)*
- Perry, Frederick J. Perry on Tennis. Philadelphia: The John C. Winston Company, 1937. (BSC)
- Robertson, Maxwell. The Encyclopedia of Tennis. New York: The Viking Press, 1974. (BSC)
- Talbert, William F. The Game of Doubles in Tennis. 3rd ed., Philadelphia: J. B. Lippincott, 1968. (BSC)
- _____. Sports Illustrated Tennis. Philadelphia: J. B. Lippincott, 1972. (BHS)*
- Trabert, Tony. Winning Tactics for Weekend Tennis. New York: Holt, Rinehart and Winston, Inc., 1972. (BHS)
- Trengove, Alan. How to Play Tennis the Professional Way. New York: Simon and Schuster, 1964. (BSC)
- U.S.L.T.A. Official Encyclopedia of Tennis. New York: Harper and Row, 1972. (BSC)

Audio-Visual

Athletic Institute Series. Filmstrip with Record and Guide. 1965. (BSC)

Getting Ready To Play
Rules Simplified
The Backhand Drive
The Forehand Drive
The Game
The Service

Ealing Series. 8mm Super Loops, Silent, Color, 1971. (BSC)

Background Ground Strokes (3 min., 40 sec.)
Footwork (3 min., 25 sec.)
Forehand Ground Strokes (3 min., 25 sec.)
Lobs and Smashes (3 min., 25 sec.)
The Serve (3 min., 40 sec.)
Volleys and Half-Volleys (3 min., 40 sec.)

*Bloomsburg State College Library

**Bloomsburg High School Library

Activity Contract--Varsity Sport

Grading

The student determines her grade by accumulating points for (1) conscientious participation and/or skill competency, (2) score received on a written test, and (3) independent projects. A total of 160 points is needed to earn the letter-grade "A"; 145 to 159 points to earn the letter-grade "B"; 130 to 144 points to earn the letter-grade "C"; and 115 to 129 points to earn the letter-grade "D".

Participation and/or skill competency (up to 100 points). The student agrees to comply with the attendance requirements of the coach. A varsity sport may be used only one time as a physical education elective, and only one sport per school year may be used.

Written test (up to 50 points). Students electing this course are required to take an open book test relative to officiating the sport. Make arrangements to take the test during the first three days of the third cycle at a time convenient for the student. Familiarity with the lay-out of the rule book will be of aid in taking the test, for in addition to making a multiple choice decision (answering the

question), one is also required to identify the rule that justifies the decision that was made. One is permitted to take the test five times to make correct decisions with proper rule justifications in 90% or more of the questions. Ten points will be deducted from the basic 50 points for each retest. Thus if the test is taken three times, one earns 30 points. Rule books are on reserve in the library.

Independent projects (up to 50 points). Independent projects are to be submitted on paper 8½" x 11", folded lengthwise and identified on the outside with one's name, course, and independent project number. Failure to do so results in one demerit. All independent projects must contain references listed in accordance with the recommendations of our English department. Failure to do so results in two demerits. Upon request, projects will be returned for appropriate corrections. Cut off date for submitting projects is the last day of the fifth cycle. Suggested projects and their point values follow:

1. Submit a summary of any technical article pertaining to one's sport in general, or to one's specific position. Articles are available in the physical education office. (5 to 10 points)

2. Submit a summary of any current magazine article pertaining to one's specific sport or to sports in general. (5 to 10 points)

Activity Contract--Varsity Sport 3

3. Submit a summary of an article about conditioning or jogging. (5 to 10 points)

4. Make arrangements with the instructor to assist with the supervision of skill drills for underclassmen and/or officiate class games. (5 points per class)

5. Give evidence that one is helping with a community sports program. Examples: JayCee Track Meets, Little League Softball, tennis tournament, YMCA gymnastic program. (3 to 25 points)

6. Volunteer to help with the conduct of other sports programs at the school without payment. Examples: collect tickets at home games, keep score for junior varsity games, keep statistics for varsity or junior varsity games, help photograph or video tape varsity competition, set up public address system for track meets, assist with measurement of field events. There is more to sports than just playing the game. (3 to 25 points)

7. Submit a scouting report of another school's team, a college level game, or an event viewed on television. Contact your instructor for relevant information. (10 points)

8. Volunteer to write newspaper reports about one's sport. (10 points per printed article)

9. Submit for approval the questions to be asked in an interview with a "better than average" local player of one's sport. Submit the results of the interview. (10 points)

10. Interview our athletic director relative to the costs of conducting one's varsity sport. (10 points)

VARSITY SPORT REFERENCE MATERIAL

BASKETBALL

Books

- Anderson, Forrest. Basketball Techniques Illustrated. New York: A. S. Barnes, 1952. (BSC)*
- Bell, Mary Monroe. Women's Basketball. Dubuque, Iowa: W. C. Brown Company, 1964. (BSC) (BHS)*
- Burn, John William. Basketball Methods. New York: The Macmillan Company, 1939. (BSC)
- Fish, Marjorie E. The Theory and Technique of Women's Basketball. Boston: D. C. Heath and Company, 1929. (BSC)
- Frymir, Alice W. Basketball for Women. New York: A. S. Barnes and Company, 1928. (BSC)
- Guillion, Blair. Basketball Offensive Fundamentals Analyzed. Knoxville, Tenn.: Guillion, Inc., 1936. (BSC)
- Haarlow, Bill. Basketball Officiating. New York: The Ronald Press Company, 1960. (BSC)
- Jacobs, A. G. Basketball Rules in Pictures. New York: Grosset and Dunlap, 1966. (BSC)
- Lawrence, Helen B., and Grace I. Fox. Basketball for Girls and Women. New York: McGraw Hill, 1954. (BSC)
- Meissner, Wilhelmine E., and Elizabeth Meyers. Basketball for Girls. New York: A. S. Barnes, 1950. (BSC)
- Meyers, Elizabeth, and others. Team Sports for Women. New York: A. S. Barnes, 1950. (BHS)
- Miller, Kenneth Dayton, and Rita Jean Horky. Modern Basketball for Women. Columbus, Ohio: C. E. Merrill, 1970. (BSC)

*Bloomsburg State College Library

**Bloomsburg High School Library

NAGWS. Basketball Guide for 1976. Washington, D. C.: American Association for Health, Physical Education and Recreation, 1976. (PEO)*

Neal, Patsy. Basketball Techniques for Women. New York: The Ronald Press Company, 1966. (BHS)**

Newell, Pete, and John Bennington. Basketball Methods. New York: The Ronald Press Company, 1962. (BSC)***

Schaafsma, Frances. Women's Basketball. Dubuque, Iowa: W. C. Brown Company, 1966. (BHS)

Audio-Visual

Athletic Institute Series. 8mm Super Loop Films, 1972. (BHS)

Lay-up Shot (3min., 27 sec.)

Jump Shot, One Hand Set Shot (3 min., 48 sec.)

Turnaround Jump Shot (3 min., 48 sec.)

Rebounding, Blocking Out (3 min., 27 sec.)

Periodicals

Assorted issues of the following magazines are available in the physical education office:

Athletic Journal

Scholastic Coach

*Physical Education Office

**Bloomsburg High School Library

***Bloomsburg State College Library

Chapter 5

RECOMMENDATIONS

The following recommendations are suggested for future projects in the area of contract teaching:

1. Yearly revisions and/or adaptations of the contracts are needed to meet the needs of the students and the changes in school and community facilities and personnel.
2. Guidelines for construction of contracts are needed to insure adequate coverage of all areas involved in the proposed program.
3. Research is needed to determine the effectiveness of contract teaching.

APPENDIX

APPENDIX A

BASIC CONTRACT

I, _____, being duly enrolled as a student at Bloomsburg High School, enter into the attached physical education contract with full knowledge and acceptance of the following provisions, and hereby agree to adhere to these mandates until (end of marking period) or such time as this contract is dissolved, either by mutual written consent or myself and the instructor, or by the administration of the school.

1. I agree to assume full responsibility for any and all equipment provided by the school.

2. I agree to assume full responsibility for submitting written requirements within the time limitations specified in my activity contract.

3. I agree to assume full responsibility for scheduling a meeting with my instructor at least one time every two cycles or whenever I deem it essential to my fulfilling the contractual obligations.

4. I agree to assume full responsibility for reading the bulletin board bi-weekly for notices that pertain to me and to the activity I have elected.

5. I agree to assume full responsibility for the proper use of any and all visual aids and literary information made available for me on the reserve list in our school library, or the college library.

6. I agree to assume full responsibility for my conduct when using community resources and/or when the supervision of instructors other than the instructor whose signature appears below.

SIGNED _____

ON THIS _____ DAY OF _____, 19____.

Signature of Instructor

BIBLIOGRAPHY

Books

1. Boggs, D. W. Independent Study: Bold New Venture. Bloomington, Indiana: University Press, 1968.
2. Brown, F. B. Education by Appointment: New Approaches to Independent Study. West Nyack, N. Y.: Parker Publishing Co., 1968.
3. Department of Education, Division of Interdisciplinary Programs, Bureau of Curriculum Services. Basic Education Circular #154, (by Carleton W. Jones). (Harrisburg), 1974.
4. Glasser, W. Schools Without Failure. New York: Harper and Row Publishers, 1969.
5. Parkhurst, H. Education on the Dalton Plan. New York: E. P. Dutton and Company, 1922.
6. Rushall, B., and D. Siedentop. The Development and Control of Behavior in Sport and Physical Education. Philadelphia: Lea and Febiger, 1972.

Periodicals

7. Anderson, E. "New Role Expectations for Contract Teaching," Journal of Health, Physical Education and Recreation, 45:37, October, 1974.
8. Annarino, A. A. "Another Way To Teach," Journal of Health, Physical Education and Recreation, 45:43-44, October, 1974.
9. Barlow, R. M. "An Experiment with Learning Contracts," Journal of Higher Education, 46:441-49, June, 1974.
10. Darst, P. W., and S. M. Whitehead. "Developing a Contingency Management System for Controlling Student Behavior," Pennsylvania State Journal of Health, Physical Education and Recreation, 45:11-12, Fall, 1975.
11. Dash, E. F. "Contract for Grades," The Clearing House, 45:231-35, December, 1970.

12. Esbensen, T. "The Duluth Contract: What It Is--What It Does," Educational Technology, 12:22, September, 1972.
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